



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: THROOP
DBN (i.e. 01M001): 11X121
Principal: RACHEL DONNELLY
Principal Email: RDONNEL@SCHOOLS.NYC.GOV
Superintendent: ELIZABETH WHITE
Network Leader: MARIA QUAIL

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Rachel Donnelly	*Principal or Designee	
Katherine Bormann	*UFT Chapter Leader or Designee	
Veronica Whitmore	*PA/PTA President or Designated Co-President	
Maria Rodriguez	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Lisa Wyche	Member/ Parent	
Katika Jones	Member/ Parent	
Tanya Johnson	Member/ Parent	
Christina Ilambelis	Member/ Parent	
Brianne Curley	Member/ Teacher	
Nina Mesopotanese	Member/ Teacher	
Cathy DiBrino	Member/ Teacher	
Michael Acevedo	Member/ Teacher	
	Member/ Parent	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 11X121

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	1014	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	6	# Music	2	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	63.6%	% Attendance Rate		93.1%	
% Free Lunch	100.0%	% Reduced Lunch		0.0%	
% Limited English Proficient	4.3%	% Students with Disabilities		13.6%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.9%	% Black or African American		63.3%	
% Hispanic or Latino	27.9%	% Asian or Native Hawaiian/Pacific Islander		5.3%	
% White	2.5%	% Multi-Racial		0.1%	
Personnel (2012-13)					
Years Principal Assigned to School	16.18	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		2	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		9.1%	
% Teaching with Fewer Than 3 Years of Experience	13.6%	Average Teacher Absences		7.5	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	27.7%	Mathematics Performance at levels 3 & 4		34.1%	
Science Performance at levels 3 & 4 (4th Grade)	81.4%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	N/A
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	N/A
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
<ul style="list-style-type: none"> • Gave administrators a target for teacher effectiveness • Aligned instruction to Common Core standards • Promoted communication with parents 			
Describe the areas for improvement in your school's 12-13 SCEP.			
<ul style="list-style-type: none"> • Inaccurately quantified goals for improvement in ELA and math. It was a baseline year for testing. • Need to further improve parent communication • Strengthen the observation and follow up procedures to meet goals. 			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Deepening teachers' content knowledge through professional development has been a priority for the 12-13 SCEP and will continue with the 2013 2014 SCEP, particularly given the roll-out of the Common Core Learning Standards			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
We feel that although some of the goals were not completely implemented, they provided a focus for improvement and for reaching towards higher standards. Our goals are always challenging, to eliminate the possibility of complacency.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
Goals were accomplished to a degree. We couldn't compare the ELA and math goals because the metrics didn't compare. However, we were at the 78th percentile of our peer schools. The observation process was strengthened to a degree, and parent communication improved, with further improvement necessary.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
* Ensuring all staff members are aware of and contribute to the development of the prioritized goals and action plans, building teacher ownership			
List the 13-14 student academic achievement targets for the identified sub-groups.			
Students with disabilities			
<ul style="list-style-type: none"> • By May, 2014, Students with disabilities will improve five percentage points on the ELA and Math state tests • By May, 2014, students with disabilities will improve one level on the ECAM assessment in math • By May, 2014, students with disabilities will improve one level on the NYC performance assessments in ELA and math • By May, 2014, students with disabilities will increase two levels in the Fountas and Pinnell reading benchmark assessment. 			
Describe how the school leader(s) will communicate with school staff and the community.			
<ul style="list-style-type: none"> • Regular School Leadership meetings • Regular PTA Meetings • Regular Parent Memos • Monthly Faculty Meetings • Monthly Grade level facilitators meetings 			
Describe your theory of action at the core of your school's SCEP.			
Our theory of action at the core of this SCEP is based on strengthening the quality of teaching to improve student outcomes through professional development. "If we continually develop the instructional expertise of our teachers, then teaching will be strengthened and all of our students will learn in deeper and more meaningful ways". This was developed by the Public School 121 Community.			
Describe the strategy for executing your theory of action in your school's SCEP.			
* Utilizing this SCEP to drive the development of an 2013 2014 integrated Professional Development Plan, aligning systemic initiatives (2013 2014 NYC Chancellor's Instructional Expectations) as well as informed by teachers' needs observed through teacher evaluation system and goals formed by teachers themselves.			

* Actualizing this plan through the development of a 2013 2014 Professional Development Overview Schedule, incorporating the schedule of each monthly PD opportunity, their focus and facilitators

List the key elements and other unique characteristics of your school's SCEP.

* Aligned to recommendations from the 2013 Developing Quality Review Report

* Aligned to priorities within 2013 2014 Chancellor's instructional Expectations

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

- Monitoring of achievements monthly within Leadership meetings, Coaches' meetings, School Leadership Team meetings

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

“Refine systems for providing feedback to teachers regarding the observation of classroom teaching that is specific to each teacher’s pedagogic needs in order to improve their practice for all teachers, including those new to the profession(4.1)” (p. 4 DQR)

Review Type:	DQR	Year:	2013-2014	Page Number:	3	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	2.2 School leader’s vision	X	2.3 Systems and structures for school development
X	2.4 School leader’s use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, school leaders will implement and conduct frequent cycles of formal and informal classroom observations and provide quality actionable feedback based on a research-based Teacher Effectiveness framework (Danielson) with 100% of teaching staff, and analyze and align this data to inform appropriate professional development, focused on improving student achievement.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Cohesive and integrated Professional Development Plan for 2013 2014 developed that aligns all PD focus areas, including actionable feedback from administrators to educators (2.2, 2.5)
2. Monthly Professional Development Schedule for 2013 2014 developed, specifying all PD opportunities, including formal and formal feedback sessions (2.3)
3. IPC’s held with each teacher through September/October 2013 to establish teachers’ goals and choice of observations’ model (2.4)
4. PD sessions for whole staff regarding Teacher Evaluations/MOTP/ Summer training sessions MOTP Team (2.4)
5. Principal and Assistant Principal establish schedules for conducting frequent formal and informal observations and monitor achievements daily/weekly (2.4)
6. To ensure whole school consistency in feedback with teacher evaluations, Principal and Assistant Principal meet daily/weekly to calibrate observations and feedback as well as calibration observation, mapping and feedback sessions with Network Talent Coach (2.5)
7. Principal and Assistant Principal meet with coaches and consultants to adjust, adapt PD priorities as informed by teacher observations and feedback (2.5)

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal, Literacy/Math Coaches, Consultants, Grade Level Teacher leaders
2. Principal, Assistant Principal, Literacy/Math Coaches, Consultants, Grade Level Teacher leaders
3. Principal, Assistant Principal individual grade level teachers, cluster teachers, SETTS teachers
4. Principal, Assistant Principal, grade level teachers, cluster teachers, SETTS teachers, paraprofessionals
5. Principal, Assistant Principal
6. Principal, Assistant Principal
7. Principal, Assistant Principal, Literacy/Math Coaches, Consultants

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. PS 121 integrated Professional Development Plan developed including achievement indicators and associated timeframe
2. PS 121 Monthly Professional Development Schedule developed, specifying each PD opportunity
3. Copies of each teacher’s chosen observation model and personal professional goals for year
4. Schedules/agendas of PD sessions regarding MOTP, informal discussions with teachers indicate satisfaction with PD
5. Teacher observation schedules established by Principal and Assistant Principal, monitored daily/weekly and adjusted as necessary
6. Daily/weekly meetings between Principal and Assistant Principal; Network Talent Coach calibration sessions documented and used to inform consistency in observations

7. Coaches' meetings held weekly and PD adjusted accordingly; Coaches'/Consultants' logs
D. Timeline for implementation and completion including start and end dates
1. Developed by October 2013, monitored three times in year- December, March, June
2. Developed by October 2013, adjusted monthly as needed and monitored three times in year- December, March, June
3. Begun September 2013 and completed by Mid October 2013
4. September PD days (also previous year)
5. By end September 2013, completed June 2014
6. Each day, after school; set dates as decided cooperatively with Network Talent Coach
7. Coaches' meeting scheduled and held weekly
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Coaches and Consultants collaboratively develop plan in consultation with teachers, SLT, Principal, Assistant Principal, after school work four sessions
2. Coaches and Consultants collaboratively develop plan in consultation with teachers, SLT, Principal, Assistant Principal, after school work four sessions
3. One period for each teacher with Principal and Assistant Principal
4. Summer Training Professional development sessions for MOTP Team, Principal and Assistant Principal Professional Development training sessions on MOTP,
5. Principal's and Assistant Principal's daily informal and formal observations (the latter including pre and post conferencing)- three periods a day, before school and after school meetings with teachers
6. After school one-two hour meetings daily, Network Talent Coach half day training sessions in classrooms and debriefing sessions
7. Weekly coaches' meetings of one period each week, weekly after school debriefing sessions with consultants to adjust PD plans

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside	X	Tax Levy		Title IA	X	Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders			

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
"Ensure effective implementation of rigorous academic tasks that are aligned to key State standards and require higher order thinking skills which result in cognitive engagement of all learners. (1.1)"			
"Deepen the process to evaluate and adjust curricular and instructional practices so that student learning needs and the CCLS are addressed across grades. (5.1)"			
Review Type:	DQR	Year:	2013
Page Number:	3	HEDI Rating:	Developing

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
X	3.2 Enact curriculum	X	3.3 Units and lesson plans
X	3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, all K-5 grade level and vertical teacher teams will revise, refine, implement and evaluate the "Understanding by Design" units of work, lesson plans and assessments in Literacy and Mathematics to ensure specific and explicit alignment to CCLS as well as to increase levels of cognitive rigor, higher order thinking skills and differentiation with learning and assessment tasks. This will be measured by attendance of staff members at revision sessions, looking at student work sessions, alignment of questioning with Hess's matrix. Attendance and minutes will be recorded at each session.	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Analyze Literacy & Mathematics data, particularly of sub groups to inform revisions to curriculum and assessment frameworks (3.2, 3.3, 3.5)
2. Teacher teams to refine, revise and strengthen all Literacy and Mathematics units' overview of learning experiences and aligned assessments in Literacy & Mathematics with scaffolded guidance by Math/Literacy coaches and Math/Literacy external consultants (3.3, 3.5)
3. Teacher teams to refine, revise planning of differentiated, tiered Workshop Model lessons in Mathematics alongside differentiated Guided Math sessions (3.3)
4. Each teacher to implement Number Talks (higher order Number Sense thinking and reasoning, three days week) and Cognitively Guided Instruction word problems (two days week), including SETTS teachers (3.3)
5. Each teacher team to plan inter-disciplinary units of work, partnering within and across grades to create integrated Literacy/ Social Studies; Literacy/Science; Literacy/Technology units of work (3.3, 3.4)
6. Further PD with Webb's Depth of Knowledge and Hess's Matrix; Align to Instructional Focus of Questioning & Discussion: Planning Open/Closed questioning; Assessing and Advancing questions within lessons (3.3)
7. Grade level teacher team "Looking at Student Work" sessions to cooperatively analyze, score and calibrate student work with tasks in terms of levels of CCLS instructional practices, cognitive rigor and thinking and reasoning skills and representations as well as building consistency of professional judgments and deepening teachers' content knowledge (3.5)
8. Vertical teacher teams to cooperatively analyze student work with tasks and evaluate CCLS units of work in terms of levels of CCLS instructional practices, cognitive rigor and thinking and reasoning skills and representations as well as building consistency of professional judgments and deepening teachers' content knowledge (3.5)

B. Key personnel and other resources used to implement each strategy/activity

1. Teacher Teams, SETTS teachers, Literacy/ Math Coaches, external Literacy/Math Consultants, Principal, Assistant Principal
2. Grade Level and SETTS integrated Teacher Teams
3. Grade Level and SETTS integrated Teacher Teams
4. All teachers, SETTS teachers, paraprofessionals, Principal, Assistant Principal
5. All teachers, SETTS teachers, paraprofessionals, Principal, Assistant Principal
6. All teachers, SETTS teachers, paraprofessionals, Principal, Assistant Principal
7. All teachers, SETTS teachers, paraprofessionals, Principal, Assistant Principal
8. Teacher Teams, SETTS teachers, Literacy/ Math Coaches, external Literacy/Math Consultants, Principal, Assistant Principal
9. Vertical teacher teams including SETTS teachers and Literacy/Math coaches

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Assessment data recorded and analyzed monthly; electronically available to all faculty members
2. Meeting agendas and schedules indicate monthly/weekly meetings
3. Differentiated, tiered Workshop Model lessons in Mathematics planned and posted in googledocs for grade level and vertical team access to demonstrate appropriate teaching strategies for use in Georgia Math Units
4. Number Talks sessions implemented three days week and Cognitively Guided Instruction word problems twice week with student work showing students' use of mental computation and fluent Number Sense written strategies; coach's/consultant's logs demonstrate modeling/coaching sessions of Number Talks and CGI to monitor effective implementation
5. Inter-disciplinary CCLS units of work developed for each grade level in cohesive CCLS aligned curriculum and assessment map; coach's/consultant's logs & consultant/coach/ Principal Learning Walks demonstrate modeling/coaching sessions involving unit implementation to monitor effective implementation
6. 100% of staff will have experienced PD related to higher order thinking skills and cognitive rigor in Math and Literacy, with a practical focus on what that looks like within classroom lessons
7. 100% of staff have experienced grade level Teacher Team meetings focused on cooperatively scoring and calibrating "Looking at Student Work" sessions in terms of levels of students' thinking, reasoning and representations with culminating tasks; agendas demonstrate work completed
8. Units of work are evaluated by vertical teacher teams using monitoring template to assess CCLS alignment, evaluate effectiveness and make recommendations for next steps in refining of units and lessons

D. Timeline for implementation and completion including start and end dates

1. . By October/November and ongoing through year; grade level common prep meetings
2. Grade level Monthly PD/ Half Day Whole School PD
3. Lunch 'n Learn sessions, grade level common prep meetings

4. Election Day PD (November, 2013) and Professional Development days throughout year
5. Professional Development Half Days throughout 2013 /2014
6. Common Prep grade level teacher team meetings
7. Professional Development Half days throughout 2013/ 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Two grade level common preps scheduled and organized across school for each teacher team, Monthly sessions of 1 period per content area
2. 2. After school planning sessions offered and scheduled , documents developed posted on googledocs for transparent communication, weekly sessions for two hours after school for each grade level teacher team
3. 3. Two grade level common preps scheduled and organized across school for each teacher team, monthly sessions of 1 period per content area
4. 4. Coaches and consultants model and coach with this focus, follow-up with informal and formal observations and feedback, daily coaching sessions with coaches, weekly coaching sessions with consultants
5. 5. Lunch 'n Learn sessions scheduled, planned, implemented with various grade level teams based on data from informal/formal observations, monthly sessions of one period (twice daily once month)
6. 6. Professional development agenda for Election Day 2013 scheduled, planned, implemented and reviewed as to achievements
7. 7. Professional Development half days applied for and scheduled, reviewed as to achievements with teachers and coaches, half day sessions October, November, December, January, March
8. 8. Two grade level common preps scheduled and organized across school for each teacher team, monthly sessions of 1 period per content area
9. 9. Professional Development half days applied for and scheduled, reviewed as to achievements with teachers and coaches, half day sessions October, November, December, January, March

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS	PF CTE	PF College & Career Readiness	X	PF Common Core
X	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs	PF RTI	X	PF Supporting Great Teachers & Leaders	

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"Ensure effective implementation of rigorous academic tasks that are aligned to key State standards and require higher order thinking skills which result in cognitive engagement of all learners. (1.1)"

Review Type:	DQR	Year:	2013	Page Number:	3	HEDI Rating:	Developing
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
X	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, all teaching staff (including SETTS and cluster teachers) will use formative and summative assessments to inform planning of cognitively rigorous tasks and foster student participation in their own learning. These assessments are measured using a scoring guide.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item

must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional Development focused on deepening Danielson’s instructional element, 3b Questioning and Discussion techniques including “Assessing and Advancing questions”, “Total Participation Techniques” text (ASCD), open-ended questions associated with Mathematical Practices/ Instructional Shifts and Literacy Instructional Shifts (4.2, 4.5)
2. Further PD regarding “Learning Targets” and “Success Criteria” in both Literacy and Mathematics to ensure students explicitly understand what they will be learning and how they will know they have learned it in ‘student friendly’ language with revisions to budget resources alignment. (3.3)
3. Informal observations during Guided Reading and Guided Math sessions to ensure teachers receive specific actionable feedback related to use of assessment data to drive teaching (4.2, 4.5)
4. “Looking at Student Work” sessions to cooperatively analyze, score and calibrate student work with tasks in terms of levels of CCLS instructional practices, cognitive rigor and thinking and reasoning skills and representations as well as collaboratively developing recommendations/next steps for instruction as indicated by data (4.2, 4.3, 4.5)
5. Collaborative Teacher Team development and implementation of tiered student activities within Workshop Model Mathematics lessons, based on the particular learning needs of each student within the learning trajectories of the unit’s major concept (4.2, 4.3, 4.5)

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, Math/Literacy Coaches, Math/Literacy Consultants, Principal/Assistant Principal
2. Teachers, Math/Literacy Coaches, Math/Literacy Consultants, Principal/Assistant Principal
3. Principal/Assistant Principal/Teachers
4. Teacher Teams, Principal/Assistant Principal, Coaches, Consultants
5. Teacher Teams, Principal/Assistant Principal, Coaches, Consultants

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Coaches/ consultants’ logs demonstrate agendas/ schedules/ participants in professional development; 100% of staff have experienced PD relating to Questioning & Discussion techniques and integrated these instructional strategies within lessons
2. Coaches/ consultants’ logs demonstrate agendas/ schedules/ participants in professional development; 100% of staff have experienced PD relating to “Learning Targets” and “Success Criteria” and integrate these within each Literacy and Mathematics lesson
3. Informal/ formal Principal/ Assistant Principal observations indicate effective use of assessment data to drive instruction
4. 100% of staff have experienced grade level Teacher Team meetings focused on cooperatively scoring and calibrating “Looking at Student Work” sessions in terms of levels of students’ thinking, reasoning and representations with culminating tasks; agendas demonstrate work completed
5. 100% of teaching staff, including SETTS teachers have developed and implemented tiered, CCLS aligned Workshop Model lesson plans, based on their student assessment data; students’ work samples indicate student activities supported yet also challenged their learning needs; google.docs provide evidence of tiered lessons

D. Timeline for implementation and completion including start and end dates

1. . By December 2013
2. Beginning October 2013- June 2014
3. Beginning November 2013- June 2014, Common Planning Meetings
4. Beginning October, 2013- June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. . Professional Development half days applied for and scheduled, reviewed as to achievements with teachers and coaches, half day sessions October, November, December, January, March
2. 2. Professional Development half days applied for and scheduled, reviewed as to achievements with teachers and coaches, half day sessions October, November, December, January, March
3. 3. Scheduling by Principal and Assistant Principal for regular formal and informal observations- model as chosen by teacher during Individual Planning Conference
4. 4. Two grade level common preps scheduled and organized across school for each teacher team, monthly sessions of 1 period per content area
5. 5. After school planning sessions offered and scheduled based on teacher team interest, weekly sessions for two hours after school for each grade level teacher team
6. Textbooks purchased with resources

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
x	PF AIS	x	PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs	x	PF RTI			X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

There are no other major recommendations from the 2013 DQR that align to this tenet. However, the Learning Environment Survey (2012/2013) indicated certain areas of need to be addressed through teachers' feedback on Safety, scoring 6.7 on the item "there is a person or persons at my school who help students resolve conflicts". This indicates a need to revisit the positive social/emotional policies at PS 121, particularly the pro-active policies of developing students' skills in conflict management, anti-bullying strategies as well as further building teachers' knowledge of these strategies and policies.

Review Type:	Learning Environment Survey	Year:	2013/2014	Page Number:	14	HEDI Rating:	N/A
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, implement a review and re-development of X121's Whole School Behavior Management Plan, including pro-active social/emotional development and conflict resolution processes and strategies within the classroom environment.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Form a group of teachers, SETTS teachers, Guidance Officer to review existing policy for social/emotional development and re-develop into X121's Whole School Positive Behavior Management Plan, focused on a pro-active stance on the development of each child's social/emotional development, an anti-Bullying/Conflict Resolution Policy including outside and inside high expectations regarding student behavior (3 R's & Matrix) (5.2, 5.3, 5.5)
- Introduce revisions of policy to whole staff and parents through professional learning sessions (5.2, 5.3, 5.4, 5.5)
- Lunch 'n Learn Book Study Group- "Choice Words" by Peter Johnson (University of Albany) (5.3, 5.5)
- Revise process for referral to X121's SBST team including processes for Tier 3 Interventions and Plans, communication planning templates for students discussed at SBST for classroom teachers and their next steps (5.2, 5.5)

B. Key personnel and other resources used to implement each strategy/activity

- PS 121 Positive Behavior Leadership Team
- Coaches, Consultants, Principal, Assistant Principal, Parents
- Voluntary participants (teachers/paraprofessionals) as per attendance sheet, copies of "Choice Words" (Peter Johnson) for book study group,
- SBST Team: Ms Rachel Donnelly (Principal), Ms Martinez (Assistant Principal), Mr. Bellante, Ms. Cisneros, Ms. Mazzorana, Ms. Lebowitz

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- By end February, Positive Behavior Leadership team will have a draft compiled of PS 121 Positive Behavior Management Policy, including processes already established to build each child's social/emotional development e.g. Random Acts of Kindness, School Pledge, Personal Code. By June 2014, full implementation of policy with all staff
- Through informal and formal observations with teacher evaluation system, Principal and Assistant Principal will observe elements of building student's social/emotional

- development as reflected in the Positive Behavior Policy (Danielson's Domain 2 components); parent sessions held throughout year (e.g. Principal's coffee mornings)
- 3. Agendas showing Book Study meetings and focus discussion questions and discussion summaries
- 4. SBST Meeting minutes indicate revised processes; processes documented and implemented by all staff by end of year

D. Timeline for implementation and completion including start and end dates

- Phase 1: December, 2013- end February, 2014; Phase 2: February 2014- June 2014
- 2. Ongoing daily formal and informal teacher observations October 2013 – June 2014,
 - 3. January 2014- April 2014- Monthly book study meetings
 - 4. Weekly meetings- by December 2013 to develop revised referral processes; by February to implement with teachers; March- June monthly to monitor and revise processes

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1. Weekly meetings with Behavior Leadership team; NYC DOE newly released "Respect For All" resources
- 2. Half Day Professional Learning Days e.g. March; parent sessions scheduled (e.g. Principal's coffee mornings)
- 3. Copies of "Choice Words" Peter Johnson, Lunch' n' Learn sessions advertised for voluntary participation
- 4. Faculty Meeting- January, February; Common Prep meeting

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

There are no other major recommendations from the 2013 DQR that align to this tenet.

However, the Learning Environment Survey (2012/2013) indicated that parents scored 8.0 on the Communication indicator regarding "my child's school communicates to me and my child what we need to do to prepare my child for college, career and success in life after high school" p. 6. This data indicates the need to continue to strengthen the sharing with parents of the current changes to curriculum and standards. This aligns to the Chancellor's Instructional Expectations 2013 2014 which specifies, "ensure families are aware that all students are being challenged this year to complete more difficult work to prepare them to be successful in the world beyond school...Encourage families to support their children in rising to this new challenge" (p. 4)

Review Type:	Learning Environment 2013	Year:	2013	Page Number:	4	HEDI Rating:	N/A
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	6.2 Welcoming environment	X	6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, home school communication and partnerships will be strengthened so that parents are aware of the complexities of the Common Core Learning Standards in Literacy and Mathematics and practical ways to support their children to be college and career ready resulting in an increased satisfaction on the Learning Environment Survey and school parent surveys.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. Develop plan of parent workshops sharing Literacy and Math Common Core Learning Standards (6.4, 6.3)
2. Advertise and facilitate workshops concerning Literacy Common Core Learning Standards, including practical strategies for supporting students at home (6.2, 6.3, 6.4)
3. Advertise and facilitate workshops concerning Mathematics Common Core Learning Standards, including practical strategies for supporting students at home (6.2,6.3,6.4)
4. Re-develop Math Newsletter focused on Common Core Learning Standards (6.3, 6.4)

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal, Literacy/Math coaches, Parent Coordinator, Literacy/Math consultants, interested teachers
2. Principal, Assistant Principal, Literacy coach, Parent Coordinator, Literacy consultant, interested teachers
3. Principal, Assistant Principal, Math coach, Math consultant, interested teachers
4. Math Coach/Math Consultant

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Parent workshop plan developed
2. Parent evaluations indicate satisfaction levels and next steps required, PS 121 Mid year parent survey indicates satisfaction levels
3. Parent evaluations indicate satisfaction levels and next steps required, PS 121 Mid year parent survey indicates satisfaction levels
4. PS 121 Mid year parent survey indicates satisfaction levels

D. Timeline for implementation and completion including start and end dates

1. Completed by November 2013
2. Literacy Workshops- January during day/February (including CCLS test prep)
3. Mathematics Workshops- January during day/ February (including test prep)
4. December/ February/April/ June editions of parent newsletter

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Leadership teams meeting with parent coordinator, coaches, consultants' to plan overview
2. Daily and evening dates set in collaboration with parent coordinator/ PTA
3. Daily and evening dates set in collaboration with parent coordinator/ PTA
4. Math Coach leads development of newsletter- after school preparation

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Guided reading and writing, individual conferences during intervention time, test preparation program, Fountas and Pinnell intervention program	Small group instruction/one to one instruction where needed	During the school day, during intervention time and during the after school test preparation program.
Mathematics	Interactive math games, number talks	Small group instruction, guided math, one to one tutoring, based on need	During the school day during intervention time, and after school in a test preparation program
Science	Hands on work to reinforce the unit	Small group instruction	During the school day/during intervention time.
Social Studies	Instruction is embedded into units of study to provide a framework for instruction	Work is tiered based on ability and need. Instruction is small group	During the school day/during intervention time.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, behavior management strategies	Individual/small group	During the school day

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Strategies to retain and support high quality professionals at X 121 will be, first of all, to hire highly qualified teachers and research their background and prior experience <ul style="list-style-type: none"> • Perform regular informal and formal observations using a research based Teacher Effectiveness Framework (Danielson) to provide specific, actionable feedback regarding the 22 components of effective teaching • Literacy Coach/ Literacy Consultant provide push-in coaching, modeling, co-teaching, planning, scaffolding and support to individual teachers regarding the effective implementation of Balanced Literacy components of Guided Reading, Shared Text, Independent Reading, Read alouds using a "gradual release of responsibility" coaching model. • Mathematics Coach/ Mathematics Consultant provide push-in coaching, modeling, co-teaching, planning, scaffolding and support to individual teachers regarding the effective implementation of Balanced Mathematics components of Tiered Workshop model lessons, Guided Math, Number Talks, Cognitively Guided Instruction Problem solving using a "gradual release of responsibility" coaching model

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
A range of strategies are utilized on a daily basis: <ul style="list-style-type: none"> • Push-in coaching, modeling, co-teaching with individual teachers • Lunch 'n Learn sessions- teachers are invited to voluntarily share lunch and build their content knowledge in Mathematics. To date this year, we have held sessions concerning Addition strategies, Multiplication strategies, Division strategies • Specific professional learning sessions with new teachers or teachers new to the grade to build content knowledge • Grade level Teacher Team sessions- focused on revising units of work, planning more rigorous tiered, differentiated lessons, Looking at Student Work sessions to analyze students' work, calibrate scoring using Common Core Learning Standards rubrics and scoring guides, developing plans for next steps for students with intervention • Classroom inter-visitations to share best practices across grades • Voluntary teacher videoing of best practices to share with teachers across grades

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Students involved in Temporary Housing are provided with at risk educational and counseling services. We have no violence prevention programs, housing programs, or HeadStart at this time.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
A range of plans is used to transition preschool children to the elementary school program: <ul style="list-style-type: none"> • Two transitional days in September where students come in on a half day basis to get to know the teacher, and to become familiar with the classroom environment. • Workshops for parents during the transitional days, describing the PreK program, acquainting them with the school, and giving them ideas to help their children transition into school life, and assimilate into PS 121. • Ongoing parent workshops, including parenting, literacy, math, nutrition...all geared to parents of PreK students. • Open classroom policy. Parents are invited to spend time in the classroom as volunteers, or observers.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- Our teacher effectiveness planning team worked through the summer to investigate and make decisions regarding multiple measures of assessment
- Planning team, along with school administrators attended three full day professional development sessions during the summer. Assessment measures were discussed.
- The team presented their suggestions to the Principal, who approved them.
- During the September professional development, the entire staff received training on the assessments. The team asked for suggestions. Staff was in agreement with them.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our P.S.121school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our PS121 school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHEDULE OF PARENT MEETINGS AND EVENTS

IN ADDITION TO OUR REGULARLY SCHEDULED PTA MEETINGS AND SCHOOL LEADERSHIP TEAM MEETINGS, THERE WILL BE MONTHLY WORKSHOPS AND EVENTS SCHEDULED FOR THE FAMILIES OF P.S. 121X. PARENTS ARE STRONGLY ENCOURAGED TO ATTEND. PARENTS WILL BE NOTIFIED THROUGH FLYERS, EMAILS, AND THE SCHOOL WEBSITE.

MONTHLY WORKSHOPS

OCTOBER- STMATH (ENHANCING MATH USING TECHNOLOGY)

NOVEMBER- ARIS WORSHOP (HOW CAN STUDENTS BE SUPPORTED AT HOME)

DECEMBER- IDENTITY THEFT/ COOL CULTURES

JANUARY- FINANCIAL PLANNING

-SCIENCE WORKSHOP (TEST PREPARATION)

FEBRUARY – NUTRITION AND HEALTH FOR PARENTS (1 DAY MEETING/1EVENING MEETING)

- ELA/MATH TEST PREP (1 EACH DURING THE DAY)
- FATHER/SON OR DAUGHTER BASKETBALL GAME

MARCH – NUTRITION/HEALTH FOR PARENTS (1 DAY MEETING/1EVENING MEETING)

- LITERACY COMMON CORE STANDARDS WORKSHOP (1 DAY)
 - 1 MOTHER/CHILD EXERCISE CLASS
 - HOW TO DEVELOP READING SKILLS

APRIL - NUTRITION/HEALTH FOR PARENTS (1 DAY MEETING/1EVENING MEETING)

- 1 WEEK OF NUTRITION/EXERCISE CLASSES
- MATH COMMON CORE STANDARDS WORKSHOP (1 DAY)
 - FATHER/CHILD BASKETBALL GAME

MAY - COOKING WORKSHOP (1 DAY)

- PLANNING MEETING FOR AMERICAN CANCER SOCIETY’S RELAY FOR LIFE “RELAY RECESS” (CULMINATING ACTIVITY)

JUNE – AMERICAN CANCER SOCIETY’S RELAY FOR LIFE “RELAY RECESS” – CULMINATION OF NUTRITION, EXERCISE, HEALTHY LIVING, AND COMMUNITY SERVICE

- PTA MULTICULTURAL FAMILY NIGHT

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our PS 121 school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. P.S.121 School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn;
- follow my Personal Code in and around my school community

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 11	Borough Bronx	School Number 121
School Name The Throop School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Mrs. R. Donnelly	Assistant Principal Ms. G. Martinez
Coach Ms. Jayne Suglia	Coach
ESL Teacher Ms Dominique Massaro	Guidance Counselor Ms. Rhona Lebowitz
Teacher/Subject Area Ms. Claudine Mazzarona/IEP	Parent
Teacher/Subject Area Ms. B Curley/1st	Parent Coordinator Ms. Romona Brunson
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1018	Total number of ELLs	43	ELLs as share of total student population (%)	4.22%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	2	2	4	2	2	2								14
SELECT ONE														0
Total	2	2	4	2	2	2	0	0	0	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	32	ELL Students with Disabilities	7
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	32		2	10		5				42
Total	32	0	2	10	0	5	0	0	0	42

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	6	3	3	4	4								25
Chinese														0
Russian														0
Bengali														0
Urdu	2	4	2	2		1								11
Arabic	1													1
Haitian					1									1
French		1	1											2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1				1									2
TOTAL	9	11	6	5	6	5	0	0	0	0	0	0	0	42

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	1		1	1	1								8

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		5	3	1	1	3								13
Advanced (A)	5	5	3	3	4	1								21
Total	9	11	6	5	6	5	0	0	0	0	0	0	0	42

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	9	4	1	2	1								
	I		5	1	1		1							
	A			5	2	1	3							
	P					5	1							
READING/ WRITING	B	9	5	2	3	1	2							
	I		4	4	1	4	2							
	A				1	2	1							
	P			1										

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	1			5
4	5				5
5	3	1			4
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	1	2						7
4	2		3						5
5	2		2						4
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		3		1				5
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The data patterns reveal that our students successfully acquire language at proficient levels. Oral language exposure has improved the students listening and speaking skills. This results in steady gains toward advanced levels in reading and writing. The trend that is reoccurring is that students do better as they advance in grade level. Assessment tools are as follows:

*ECAM *ECLAS(writing assessment) *Inquiry Study *5 Types of Writing
*Math Units of Study (culminating tasks) *5 Types of Writing * Predictive ELA and Math Assessments(3-5)
*Guide Posts(Kindergarten) *Fountas & Pinnell(Phonics) *100 Book Challenge

Our Inquiry Study is needs based and ongoing throughout the year. There is a facilitator on each grade who meets with the teachers to collect and review data from the assessments to see the areas of strengths/weaknesses. Lessons are planned and instruction is differentiated to meet those needs. This team is made up of Administration, Facilitators, Coaches and Classroom Teachers. This data drives instructional planning, addresses specific subgroups where assessments show areas of weakness. Our goal is to improve scores that are low as well as meet grade level requirements. .

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Overall through the NYSESLAT and other state tests we have seen progress of all our children inclusive of ELL students. Annually most children have advanced in the levels (scores) with at least 3-5% of children reaching their level of proficiency in the NYSESLAT each year. Using the data from the NYSESLAT we continue to plan lessons focusing on the specific needs of each child to further reinforce and review the necessary skills needed so they may reach a proficient level in all subject areas. Through this data we do see that children are reaching proficiency faster in the areas of Listening and Speaking. In the areas of Reading and Writing there has been advancement at a more gradual pace. According to the data of the LAB-R we see the need for the Beginning and Intermediate levels to build vocabulary and phonics. As well as oral language development. Advanced Levels work in these areas along with building comprehension. As children advance through grades they are performing better in their reading and writing.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The spring 2013 NYSESLAT results are not available on the RNMR at this time.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Our ELL students continue to make progress on the NYSESLAT exam. The scores of the ELA and State Math Test show our ELL children making slow but steady gains. The State Science test is showing our ELL students making nice progress scoring high 2 or 3. We will continue to work in collaboration with the ELL Teacher(Ms.Massaró), Classroom and Cluster Teachers to continually support our ELL children. We will plan lessons that differentiate and scaffold instruction as necessary across the grades to further improve the child's needs and performance. Reading and Math Coaches(Ms.Mazzarana,Ms.Suglia and Ms.O'Sullivan) ESL Teacher(Ms.Massaró), Classroom Teachers and administration will work collaboratively to plan effectively. These meetings take place weekly. A Data Wall is kept color coding all subgroups and their levels. Through this data we do see our ELL children progressing as they advance each year. Most of our ELL children take the state Math and Science tests in English. The language used for instruction at PS 121 is English. Native Language is supported through Native Language/English dictionaries(when available), charts, pictures and leveled libraries. When necessary State Tests are ordered in their native language.

Teachers are looking closely at the analysis of the ELL assessments, along with the ELL Teacher. They are looking for the global needs of the group, to be addressed during shared reading time, and the needs of the individual students that can be addressed either during guided reading or guided math lessons. Lessons are planned and incorporated during the push in ESL time and during regular instruction. At parent meetings they are sharing the results with parents and asking their assistance in working with students. The ELL teacher shares the results of the interim assessment with the classroom teacher where they both define strategies that will be used to address the needs. Planning for ELL groups is driven by these interim assessments.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
- After determining that a child is an ELL student through the informal interview and HLIS survey these children are then administered the LAB exam to determine their English language proficiency. All ELLs receive linguistic support as part of their core instructional program in Tier I. Students are taught grade level content according to the Common Core Standards. The ESL Teacher pushes into each grade that houses the ELL learners. The ESL teacher works in collaboration with the classroom teacher planning rigorous, tiered and differentiated lessons to meet the needs of the learners. Children are monitored and assessed to see if they are making the appropriate strides and achievements necessary. (Pearson assessment, classroom observations, running records, diagnostic assessment, teacher observation,culminating tasks) Those children who are displaying difficulty with specific content or skills and are not yet meeting standard are placed in Tier II instruction. Lessons/Activities are planned, tiered and differentiated to meet specific skills to reinforce the standard based curriculum. Extra attention is given to these children in smaller group settings working on specific needs based instruction in conjunction with core instruction. This remediation is done usually within a 6 to 8 week period and progress is constantly monitored through observational notes of the classroom and ESL teachers, informal and formal assessments and diagnostics. If after this time expected gains are still not meet the ELL child is then placed in Tier III where intense and individualized instruction is planned for the specific needs of the child in small group and 1:1 during the Intervention period (pull out) or within the classroom(push in).These children are closely monitored and assessed. If a student is still displaying difficulties and challenges over a substantial amount of time the School Based Support Team will then start the process to conduct a comprehensive and multidisciplinary evaluation to help determine the possibility of special education services.
6. How do you make sure that a child’s second language development is considered in instructional decisions?
- In order to make an informed instructional decision, information is compiled from the very first assessment stage (informal interview of child and parent). Some factors that are considered are previous education in the US or home country, how much home support is there at home for first language and English development. The ESL teacher works in collaboration with all classroom teachers who house our ELL learners. Effective ESL techniques and strategies are used within the classroom and in the lessons planned for teaching content areas. Support of native language is used when possible through charts, computer, dictionary and books. Parental support is always welcomed and encouraged.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- We evaluate the success of our ELL program through Test Scores such as the NYSESLAT, NYS Math and ELA. As well as, Teacher observation, informal and interim assessments, 100 Book Challenge Notes,Fountas and Pinnel assessments, Inquiry Study, culminating tasks and running records. Out of 33 children tested last year, 9 advanced one level and 2 reached proficiency.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) At registration each parent is presented with the Home Language Identification Survey (HLIS). A certified and licensed ESL teacher, the pupil personal secretary and a translator (Spanish Speaking) are present to administer the survey and conduct an informal interview with the parent or guardian and child. If a language other than English is indicated the ESL teacher than determines whether the child is eligible for the LAB-R exam. According to the number of questions, where another language has

been identified other than English, the child will then be administered the LAB-R exam. The LAB-R exam will be given within 10 days of the child's registration date. If a child falls below the LAB-R cut score and their first language is Spanish they are then administered the Spanish LAB to determine their proficiency in their native language. The Spanish LAB is administered by our Spanish speaking pedagogues. The proper testing modifications are followed as well. This test is then hand scored to determine placement and language proficiency. The child is then placed accordingly as a result of the score (beginning, intermediate, and advanced). These children are serviced by a fully licensed and certified ESL teacher (Ms. Massaro) working in collaboration with the Classroom Teachers who are trained and use ESL strategies, methodology and practices. Annually all ELL children are given the NYSESLAT, by the Testing Coordinator and IEP teacher adhering to the proper testing modifications needed. The ATS report used is RLER to determine NYSESLAT eligibility. The results of the NYSESLAT provide data to help track each child's progress/needs in the four modalities of Listening, Speaking, Reading and Writing. Using these results children are placed accordingly for the next school year. Every fall parents are notified, through letters in their native language when needed, their child's level and placement. The needs/strengths of each child are evaluated and planned for by the ESL teacher in conjunction with the classroom and cluster teachers using a differentiated approach to help meet their individual needs

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Parents are invited in through 1-1 meetings, small groups and open school night. We provide the opportunity where questions can be answered in a personal and comfortable atmosphere. Parents are provided with pamphlets and literature both in English and in their native language when needed. This information helps to further explain the 3 program choices, Transitional Bilingual, Dual Language and ESL. These programs were discussed during the informal interview, our oral conversations and are further discussed at meetings. The meetings are held by the ESL teacher, fellow pedagogues and translators (Spanish) are made available when necessary. Parents are also shown a video tape regarding the three program choices available. The video is presented in the language that is most comprehensible for the parent. At this point in time, our numbers are not reflective of a Bilingual or Dual language program. If in the case a parent does choose TBE or DL the steps taken are as follows: Locate a school within the district that offers the needed program. If there are no openings place the child on a wait list. The child will be placed in the appropriate placement within our school and serviced until an opening becomes available.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Our process for the distribution of entitlement letters are through 1-1 meetings, small group meetings and open school night. At these meetings entitlement letters, parent survey and program selection forms are presented to the parents by Ms. Massaro. Folders are made available housing all the necessary forms in the native languages needed. We encourage all parents to fill out these forms at the present time where we can discuss the importance of the forms and any problems/concerns they may have. Ms. Brunson, our parent coordinator, also is part of these meetings to help to inform and address the needs of the ELL parents. These important documents are discussed with the parents to ensure they understand their program choices. These documents are collected, copied and stored in the ESL room in each child's individual folder. The original parent choice form is placed in the child's Cumulative folder.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

The criteria used to initially place ELL students are the results of the LAB-R. As of now, we implement a Freestanding English as a Second Language Program. This program includes two components: a language arts instructional component and a content area instructional component. The language arts instructional component is delivered through instruction in English and ESL methodologies. Our program which is offered is discussed and explained to the parents at our initial meeting discussed in prior answer #3. Translators and literature (in native language) are available to meet the needs, concerns and questions of the parents. Placement Letters are copied and stored in the ESL room. The original document is placed in the child's Cumulative folder. Entitlement letters are printed with a tear off so the parents may sign and return these tear offs to ensure that they are aware that their child will continue to receive ESL services. This tear off is also stored in the child's folder in the ESL room. At the present time we are honoring our parent's choice with our Freestanding ESL service. Communication with our parents is on going. Our Parent Coordinator is very helpful in all areas. Memos, meetings and workshops are given throughout the year inclusive of ELL parents. Translators and literature in native languages are provided to the best of our ability when needed. ELL children are grouped heterogeneously in each grade. The ESL teacher works in collaboration with the classroom teacher to differentiate instruction accordingly. [Link here:](#)

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test

(NYSESLAT) to all ELLs each year.

All ELL students are administered the NYSESLAT following the appropriate administration procedures and guidelines. Students with disabilities are provided with the appropriate testing accommodations specified in their IEPs. Parents and children are notified via letter sent home regarding the dates of testing and the purpose of the test. The testing coordinator and IEP teacher administer all sections of the NYSESLAT test. Speaking test is administered first in a separate location(Testing Coordinator's office) to each individual ELL student . The Listening(2nd), Reading(3rd) and Writing(4th) sections are each given separately to students in a small group setting. The Small group consists of 5 to 6 students who are tested in a quiet location. The K-2 students mark their answers in their own test booklet. The Testing Coordinator and IEP Teacher then transcribe the students' responses onto the answer sheet. The students in grades 3-5 mark their own answers directly onto their own answer sheets. The Testing Coordinator/IEP teacher circulate to make sure students are recording their responses appropriately. Make up dates are scheduled within the testing window time frame to ensure all children take all 4 sections of the test.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  Yes currently for the 2013-2014 school year the program at our school align with what the parents have been requesting. After meeting with the parents and discussing the three options all parents have chosen the Freestanding ESL. There have been 10 newly admitted ELL students to our school this year, all which have selected the Freestanding ESL. In the case, students whose parents request a bilingual or dual language program will be sent to the website ELL_Program_Transfer@schools.nyc.gov. A record of the parent's request will be maintained in the students file. If there are 15 or more students with the same language, and in the same of two contiguous grades, then our school will open a bilingual program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

PS 121 is using a push in model to grades K – 5. Second grade is being taught by a licensed and certified ESL teacher. ESL children are heterogeneously grouped within 1 classroom. The ESL teacher will work in collaboration with the classroom teacher addressing the needs of the ESL children. To strengthen our ELL children's skills we scaffold instruction, use real life experiences to help build upon higher order thinking, build background knowledge to make connections when new concepts and lessons are introduced. Students will be given the opportunity to reflect and share their learning and experiences. The teachers will be promoting language acquisition through balanced literacy with an emphasis of Language Experience with beginning and intermediate students. Advanced students will receive Balanced Literacy instruction enhanced by a listening, speaking, reading and writing connection. These teachers will use themes that will build background knowledge of students and provide them with an arena for discussion. All students will engage in shared reading and oral presentations. There is a strong focus on Language Development, literacy and writing. The atmosphere of the groups is collaborative and the students are able to share their rich heritage, language and traditions. Materials used to teach will that reinforce and strengthen skills are as follows: 100 Book Challenge, Math Units of Study, Grammar Works, 5 Types of Writing, Learning Resources, Themed Readers, Language Patterns and Vocabulary, Big Book Chants and Getting Ready for the NYSESLAT.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The ELL push in services will be provided in accordance with the mandated ESL allotted time based on student proficiency level. These push in services are provided by a licensed and certified ESL teacher along with classroom teachers who use ESL strategies and techniques. The students who are at the beginning and intermediate levels will receive 360 minutes of ESL instruction in their classrooms. Also will be given the time in a smaller group setting based on their needs. The children, who have acquired greater academic language proficiency and perform at advanced levels of English proficiency, will receive 180 minutes of instruction weekly in both ESL and ELA. This instruction for all groups takes place on a daily basis within the classroom of grades K-5. The certified and licensed ESL teacher pushes in for 1 to 2 periods a day (or a period ½) and differentiates instruction accordingly. The children with very limited English will also be pulled out during the Intervention Period to work in small groups to practice the English Language and strengthen their vocabulary. The ESL teacher and classroom teacher work and plan collaboratively to both address the needs and promote the strengths of the children. We will also continue to support English language acquisition through the implementation of a balanced literacy program with an emphasis on language experiences given to students who perform at a beginning and intermediate English proficiency level..

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Our ESL children are grouped heterogeneously within their grade. The ESL teacher pushes into grades K-5. She works collaboratively with the classroom teacher in the areas of reading, writing math and science. Children also receive Social Studies and Computer Technology through Common Branch Teachers who use and practice ESL techniques, strategies and methodology. Rigorous lessons aligning to the Common Core Standards are planned (in English) incorporating visuals (pictures/charts), hands on experiments and the use of manipulatives. Children are actively involved in their learning (TPR) and content is made comprehensible to enrich their language development in all subject areas. All students inclusive of ELLs use our school wide curriculum in Reading and Math. Balanced Literacy includes phonemic awareness, phonics, fluency and vocabulary, comprehension through guided, shared and independent reading. Eliciting their ideas and knowledge through the use of graphic organizers, questioning, oral and written summaries. Differentiated instruction is provided through flexible grouping within the classroom. As well as, through the use of the daily intervention period to provide small group instruction especially to the newcomers.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELLs who meet the criteria are first tested using the LAB-R within 10 days of their registration date. Those children who are Spanish speaking and fall below the cut score are then tested using the Spanish LAB to determine language proficiency. State tests (Math, and Science) are ordered in the child's native language when needed to ensure that they are being appropriately evaluated.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are evaluated quarterly using the Pearson's assessment. They are also evaluated through summative , diagnostic and culminating tasks monthly. Their progress is continually monitored through informal classroom observations, running records, benchmark assessment,small group participation. This is a collaborative effort of both the classroom and ESL Teacher. Data is discussed and utilized when planning lessons to meet the specific needs of the ELL learners. Lessons are tiered and differentiated to address all learning styles. Across content areas, all lessons and units planned incorporate the four modalities of English acquisition.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Currently we do not have any SIFE children however the plan in place is as follows: If in the case, we will examine attendance records to see if a child started in a NYC Public School, returned to their native country and returned back into the NYC school system. This would possibly indicate an interruption in their formal education.

- Administer the initial assessment which includes the oral language assessment, observational survey, running records.
- Prioritize students' needs. The students will be in mainstream classed served by the ESL teacher on a push in/pull-out basis. They will receive additional interventions from the reading and math coaches. Guidance will also be made available when necessary.

b. ELLs in US school less than 3 years: LAB-R results will determine the services offered. Parent meetings will be offered to familiarize families to programs and community. Parent workshops are also provided to help parents get familiar with and learn about the curriculum, so they may take an active part in their child's learning. The full range of assessment will be administered to monitor progress through the stages and on- going language experience lessons will be offered in the classroom. Parents will be invited to the after school program to work with the teacher and students to further acclimate themselves to the NYC school system. We would also offer: Buddy Pairing, Extended Day Program, Open School Night and Guidance when necessary.

c. ELLs receiving services 4 to 6 years: Analyze data of all NYSESLAT, interim assessments, test scores and class work to determine specific area(s) of needs. Work in collaboration with the classroom teacher to continually plan according to the needs of the child. An informal assessment conducted by the SBST to see if any recommendations can be made or other interventions suggested. We would also offer: Extended Day Program, Continued ESL Push-in/small group/differentiated instruction, Peer tutoring, Technology Programs, Keeping open communication with parent and Guidance when needed.

d. Long Term ELLs (6 years +): Determine whether the child's need is language based or developmental. We will then use a full range of assessments to determine the need for the AIS services. The SBST will also informally observe to make any recommendations. We will also offer the mentioned above.

e. During the first year after reaching proficiency, parents will be notified on how the services will be decreased gradually. The services will be decreased (every two months) from 180 minutes to 120 minutes to 90 minutes to 45 minutes in duration. These children will still qualify for the proper testing modifications.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The materials used are standard based in both content areas of literacy and math. Our balanced literacy instruction incorporates themed and leveled readers that allow children to make connections to their everyday lives as well as provide pattern and repetition to better reinforce sight words, vocabulary and comprehension. The ELL-SWDs are taught in small groups and 1:1 to better address their individual needs while providing them with the opportunity to listen and converse about different genres of literature with their peers. Our Math program allows all children to explore with the use of manipulatives and educational games that interest and keep them actively involved in their learning using the TPR technique. Through the help of an AUSSIE

Consultant our lessons are being tiered to differentiate instruction to better address the ELL-SWDs needs. If in the case an ELL - SWDs whose IEP mandates Bilingual Instruction, an alternate placement para professional is made available.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Using the push in model to our ELL-SWDs allows them the opportunity to work and learn in the comfortable atmosphere of their classroom. They work together with their peers in small groups to address their needs in all content areas. Mainstreaming and buddy program is used when appropriate. Groups are leveled and instruction is differentiated according to specific skills. The classroom teacher, ESL teacher, Speech and Occupational Therapist organize their schedules to provide each child with the most effective learning experience. Flexible grouping takes place in both Reading and Math, which allows for increased engagement, high expectations and on going counseling and mentoring. Parental involvement is always encouraged and appreciated.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

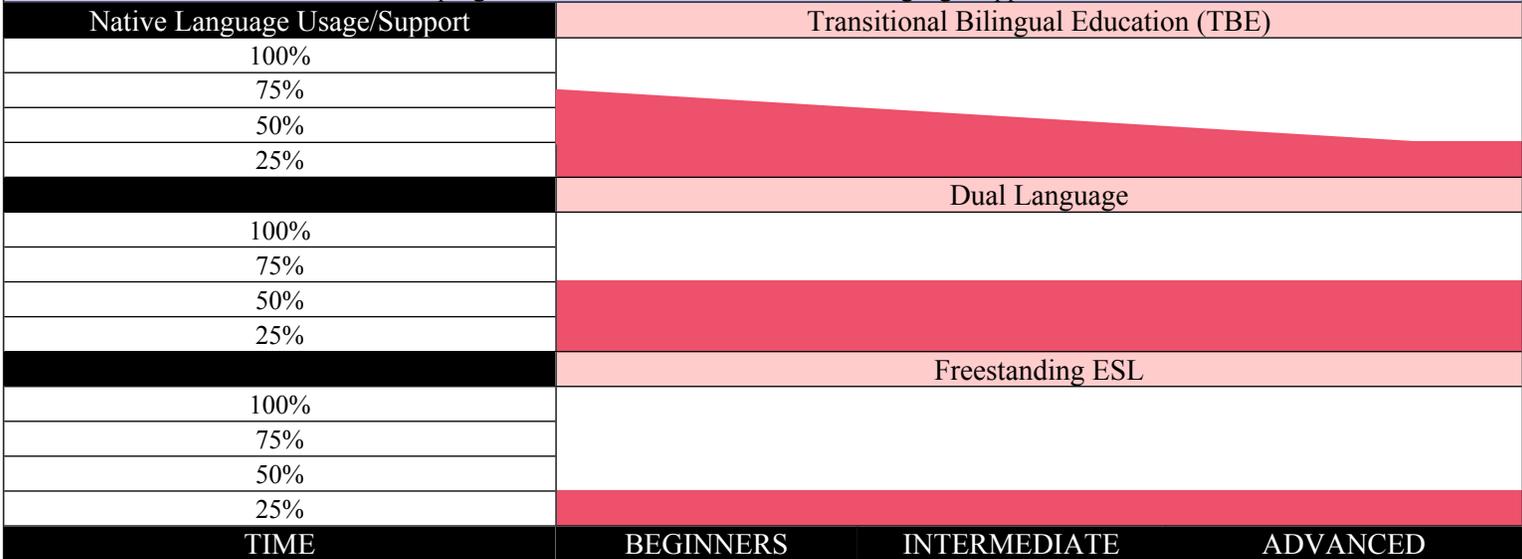
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Our support services are provided to the ELLs are both reading/writing and math intervention. The Reading/Writing Intervention teacher uses 100 Book Challenge assessment tools to assess students, target weak areas and build upon areas of strength. The IRLA is a standard based assessment which pinpoints a child's weak areas, ECLAS is used as a writing assessment in conjunction with the 5Types of Writing, Fountas and Pinnell addresses phonics and Running Records are used as an ongoing assessment tool. The Math Intervention Teacher uses the Chicago Math Program to asses' students and uses item analysis to address needs, EDM end of unit tests, ECAM (K-2) and Guide Posts (K). Predictive ELA and Math Assessments (3-5). These interventions are offered in English.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The ESL Teacher works in collaboration with the classroom teachers whose rooms house the ELL students. Rigorous and quality Lessons/Units are planned according to the Common Core Standards and differentiated for all ELL learners incorporating language objectives. Progress is monitored through the data collected from assessments, observations and diagnostics (collaborative effort). We continually scaffold and tier instruction to the children's learning style incorporating ESL techniques, strategies and methodoligies in both reading and math. Using data from the NYSESLAT and Pearson's assessment we are seeing most of our ELL learners are acquiring oral language at a steady pace.

11. What new programs or improvements will be considered for the upcoming school year?

iPADs will be purchased and used during small group activity and lessons.

12. What programs/services for ELLs will be discontinued and why?

No programs or services will be discontinued for ELLs

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are heterogeneously mainstreamed into the classroom where they are eligible for all school programs available. We offer an after school program for all children inclusive of ELLs. There will be 1 teacher holding an ESL license accompanied by fellow teachers who use ESL practices and strategies. This program will assist students with the enhancement of their literacy skills, strengthen their writing skill and work on test taking skills to better prepare them for the NYSESLAT and other state tests. The Tiltle III funding is for our After School Program. Our ELLs fully participate and have access to all school programs such as Band, Chess and Ballroom Dancing. As well as, the After School Program that is offered.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Our literacy curriculum supports the development of our students', inclusive of the English Language Learners' academic language. In the classrooms, the students are immersed in print rich environments. The classroom libraries are well equipped with a variety of trade books that are organized by genres and levels. The students are made aware of their independent reading levels. They are given the opportunity to read independently (100 Book Challenge) or engage in book talks within groups or during whole class discussions. Each classroom teacher meets with two scheduled groups of students daily to guide them in their application of effective reading strategies. (Through Fountas and Pinnel children are taught using their instructional level). A risk free environment is promoted, which encourages our students to share their learning and to clarify their misconceptions. The ELL children at the beginning and intermediate levels will work on programs from Learning Resources. These programs work on learning phonics and language patterns through listening, speaking, reading and writing. Through big books, posters and poetry it engages children in conversations about specific scenes and encourages them to communicate among themselves while the teacher serves as a facilitator. Also while teaching and reinforcing vocabulary using predictable, basic language patterns. Theme-based readers and activities are used to promote essential literacy skills in all levels. Grammar skills will also be incorporated with The Five Types of Writing to aid in all ELL children's writing. These programs align with the state standards as well as preparation for the NYSESLAT exam. Smart Board Technology will also be incorporated into their learning. Smart Boards are in place in every classroom.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native Language Support will be delivered in our ESL Program through dictionaries, charts and pictures that feature translations in the different languages to develop vocabulary, to help associate words with object and to build oral language skills.

Learning Resources is a program used to build and strengthen vocabulary and reading. Content area state tests will be ordered in child's native language when necessary.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Yes, required services support and resources correspond to ELLs ages and grade levels. Programs, curriculum and lessons are planned specifically to the needs and levels of the child. Technology programs used are age appropriate, comprehensible and leveled accordingly to address the skills to be taught and reinforced.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Our Parent Coordinator hosts a Welcome Meeting for all parents inclusive of ELLs. This meeting and other meetings held will help families get acclimated to programs and resources within the community. A Back to School Night orientation, workshops and other activities, such as these, are also set up to familiarize all families with the school and community.

*September: Meeting will be devoted to discuss assessments: NYSESLAT, State ELA and Math Test

* October: Parents will be invited to observe in their child's class and discuss observations.

ELL Parents will be invited to in September/October to an orientation meeting to discuss program requirements, state standards, assessments, reason for identification, and level of English proficiency, methods of instruction and how the program will better assist the child, as well as, other pertinent information.

*November: ELL Parents will be invited to participate in their child's ELL instruction. A follow up question and answer period will ensure that their parents agree with their child's placement and develop a home/school partnership.

*December: Parents will be invited to share a display of the students' writing genre whereby each child produces a piece of writing and present it orally.

*January/February: Parents will meet with the ELL teacher, classroom teacher and administration to discuss their child's progress, the method of delivery and adjustments that will be made for the school year.

*March: Parent's Meeting will align with the Parent's Association Meeting hosting the first series of the Literacy Development Workshops focusing on Oral Language Development.

*April: The second series of the Literacy Development Workshop focusing on Listening and Speaking.

*May: Workshop focusing on Writing, translating the Listening and speaking aspect of the standards into writing that will reflect the students' own voice.

*June: Parents will meet to discuss the results of assessments and their child's placement for the next year.

At PS 121 we have an open door policy where all parents inclusive of ELLs are welcomed to come in and speak with administrators, teachers and Parent Coordinator. We are here to address any questions, needs and concerns our parents may have. Parents' needs are continually evaluated through parent surveys, meetings and conversations.

Our Parent Coordinator is both helpful and informative. Translators are on staff and available when needed (Spanish speaking). Letters, memos and literature relating to school issues are translated as well as needed. Our local Public Library also offers Adult ESL classes which are recommended to parents who express interest.

18. What language electives are offered to ELLs?

There are no language electives offered at PS 121.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Professional Development and Support for School Staff

To ensure that ELL students receive adequate instruction in order to acquire English proficiency, a certified ESL teacher has been appointed to provide ESL services at PS 121 to all staff working with ELL children. The development of the teachers involved in the collaborative structure established to achieve the goals set for the ELL students is also considered as a factor that may influence our success. Therefore the ESL teacher along with the team of teachers she works with receive training to further develop their understanding of the ESL methodologies. In January we will be attending a workshop to effectively support ELLs in the classroom. Also, throughout the year we attend workshops and presentations within our district and DOE to keep abreast on research and strategies to better meet our ELLs.

PDs scheduled topics are as follows: (Common planning time, Lunch and Learns, Intervention Periods)

9/18/13: Aussie Consultant: Close Reading Format

9/19/13: Aussie Consultant: Math planning aligning Common Core Standards

9/27 & 10/1: Reading Block, Lessons and units planned aligning to the CCLS

10/1/13: Aussie Consultant: Review, discuss, reading workshop model; close reading format

10/2,3&10: Planning tiered math lessons aligning to the CCLS

10/11&18: Planning a Danielson aligned reading lesson

10/31/13:(upper grades) Literaray essay writing aligning to CCLS

11/12&13: Scoring math culminating task Unit 1. Planning Unit 2 based on needs and aligning to CCLS

11/14/13 Math planning unit with consultant

11/20/13 ECAM data analysis with Consultant

11/26/13: Diagnostic data gathering, analysis for NYC unit

PDs scheduled topics for half days:

10/25/13: K-2 Literacy PD, Unit and lesson planning aligning to the CCLS.

3-5 "Looking at Students Work" Initial assessments, Planning interventions, Planning Guided Math groups for students

11/22/13: 3-5 Literacy PD, Unit and lessons planning aligning to the CCLS

K-2 "LASW" Intial assessment, Planning interventions/Guided Math for students

12/13/13 Looking at Student Work with protocols: Using data to drive instruction

1/31/14 Mathematics: Questioning&Discussion techniques: Increasing Math Discourse in Daily Classroom Lessons through:

* Mathematics Talk * Open and Closed Questioning * Higher Order Thinking

All staff members paraprofessionals, special education teachers, psychologists, secretaries and parent coordinators will participate in a full day of training on November 5th sponsored by AUSSIE.

The AUSSIE Consultants will help to strengthen the core literacy instruction school wide.

Teachers will be coached to use language development techniques when conferencing with students in Literacy.

Coaches will provide professional development to teachers in using Making Meaning, a program designed to develop language in students to further develop conversational techniques.

As an outgrowth of our school inquiry, all teachers will be trained during common planning time to demonstrate how to use questioning to focus on higher order thinking skills.

Attendance for all teachers attending workshops, PDs, courses or certificate programs are kept on file

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Ms. Brunson our Parent Coordinator encourages all parents inclusive of ELLs to participate in our workshops and meetings. Throughout the year teachers hold workshops to help parents become better acquainted with the curriculum so they may take a more active part in their child's education. Parental volunteers are always welcomed and encouraged. Parents can assist the classroom teacher or observe if they like. Also many meetings are held where the parents can have their questions and concerns addressed. The schedule is as follows:

*September: Meeting will be devoted to discuss assessments: NYSESLAT, State ELA and Math Test

* October: Parents will be invited to observe in their child's class and discuss observations.

ELL Parents will be invited to in September/October to an orientation meeting to discuss program requirements, state standards, assessments, reason for identification, and level of English proficiency, methods of instruction and how the program will better assist the child, as well as, other pertinent information.

*November: ELL Parents will be invited to participate in their child's ELL instruction. A follow up question and answer period will ensure that their parents agree with their child's placement and develop a home/school partnership.

*December: Parents will be invited to share a display of the students' writing genre whereby each child produces a piece of writing and present it orally.

*January/February: Parents will meet with the ELL teacher, classroom teacher and administration to discuss their child's progress, the method of delivery and adjustments that will be made for the school year.

*March: Parent's Meeting will align with the Parent's Association Meeting hosting the first series of the Literacy Development Workshops focusing on Oral Language Development.

*April: The second series of the Literacy Development Workshop focusing on Listening and Speaking.

*May: Workshop focusing on Writing, translating the Listening and speaking aspect of the standards into writing that will reflect the students' own voice.

*June: Parents will meet to discuss the results of assessments and their child's placement for the next year.

At PS 121 we have an open door policy where all parents inclusive of ELLs are welcomed to come in and speak with administrators, teachers and Parent Coordinator. We are here to address any questions, needs and concerns our parents may have. Parents' needs are continually evaluated through parent surveys, meetings and conversations.

Our Parent Coordinator is both helpful and informative. Translators are on staff and available when needed (Spanish speaking). Letters, memos and literature relating to school issues are translated as well as needed. Our local Public Library also offers Adult ESL classes which are recommended to parents who express interest.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **11X121** School Name: **PS121x THROOP SCHOOL**

Cluster: **1** Network: **109**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

- a. Looked at list of eligible ELL students to see what languages they speak.
- b. Looked at home language surveys of new students.
- c. Asked Parent Coordinator for input.
- d. Survey classroom teachers

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Reviewing our Home Language Surveys of our newly admitted ESL learners the majority are Spanish speaking. Of our 42 ELL students 25 are Spanish. Using the ATS Code RELL we also reviewed all of our eligible ELL students to properly place them heterogenosly within 1 class per grade for the upcoming year. The ESL teacher works in collaboration with the classroom teacher to address the ELL needs. Our Parent Association helps the new comers (students and families) get better acclimated with our school and community. Welcome meetings are held as well as Back to School Nights, where Spanish speaking translators are available. There is also informative flyers and literature in the necessary navite languages needed. Ther Parent Coordinator is very involved in assisting both new comers and previous enrolled ELL students and their fmailies. Throughout the school year Parent Meetings are held monthly to help all ELL parents become better acquainted with the curricullum. At these meetings Spanish speaking translators are available along with translated literature in the family's native language needed. Out technology teacher also provides translation services done via internet and or with home letters, memos, and homework for ELL students and parents. This is shared with Parent Coordinator, Administrators, and Staff.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

- Letters notifying parents of student's services.
- Flyers inviting parents to meetings
- Assistance to parents with any type of school related communication (i.e. letters to teachers, referrals, doctors notes, homework).
- Teachers with the ability to translate will be identified and will be available before and after school to assist parents where needed.
- Translations are done via internet, in school and or at home: letters, memos and homework for ELL students and parents. This is shared with Parent Coordinator, Administrators, and Staff.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

- Translation services during registration
- Translation services during parent orientation
- Translation services during ELL parent's meeting
- Translation during teacher's meetings
- Translations during parents' association meetings
- Teacher with the ability to translate will be identified and will be available before and after school to assist parents where needed.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

- Poster concerning Language Assistance Services will be displayed on parent information bulletin board near entrance of the school.
- Copy of Attachment A, of Chancellor's Regulation A-663 will be distributed during the first parent meeting as well as at registration.
- A link is provided in the school's web page directing parents to www.nycenet.edu/Offices/Translation/ContactUs/Default.htm

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS 121	DBN: 11X121
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 13
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Title III funds provided for the 2012-2013 school year will be allocated towards an after school extended day program. This program will begin - October 23rd and run through April. One Certified ESL teacher will provide targeted Intervention to all ELLs in the after school program. The ELL after school will meet on Tuesday and Wednesday afternoons from 2:50- 4:20. This instruction will be solely in English with some Spanish support for those Beginner learners who need it. This program will house all levels of ESL learners across the 3rd to 5th grades. Based on the data of the NYSESLAT there will be 2 Beginners, 6 Intermediates, 2 Advanced and 3 Proficient (13 ELL students in total). Instruction for this program will focus on literacy (reading and writing) and math; using ESL methodologies to better prepare them for the NYSESLAT, ELA and State Math Test. In addition a listening component will enhance their ability to process the English Language using their auditory skills. Smart Board Technology will also be incorporated as well as a rotation of small group instruction focusing on the needs and skills that need to be strengthened and reinforced. Smart Board Technology will be used to teach learners of different ages and levels to speak and understand the English language. Through the use of this technology it will help to assist and reinforce skills that are inclusive of the four modalities of Listening, Speaking, Reading and Writing. It provides lessons, educational games, activities and quizzes which all align with both the ESL Standards as well as NYS Standards. It provides a fun and interactive way for each child to further progress and support the academic gains of all ELL children. Small group instruction will be needs based for all levels of children. Differentiated Instruction will support literacy and math lessons. Leveled readers and math games will keep the children interested and actively involved in their learning. Lessons implemented will focus on the children's reading and writing levels. Test prep activities such as listening exercises, grammar and phonics work will also be incorporated in the instruction to help all ELL children to make the necessary academic gains in their Writing to better perform on the NYSESLAT and other state tests. Based on the data of the NYSESLAT, ELA and Math Test scores our ELL population has been making positive gains in this area of need.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: To ensure that ELL students receive adequate instruction in order to acquire English proficiency, a certified ESL teacher has been appointed to provide services at P.S.121. The development of the teachers involved in the collaborative structure established to achieve the goals set for the ELL students is also considered as a factor that may influence our success. Therefore, the ESL teacher will receive professional ongoing training through workshops offered under the DOE to further develop her understanding of ESL methodologies and will turnkey that information to the classroom

Part C: Professional Development

teachers. Through the Literacy Support Systems the ESL teacher along with the teachers whose classrooms house the ELL children and receive push in services will receive Professional Development. Teachers will be coached to use language development techniques when conferencing with students in our 100 Book Challenge Program. Teachers will also be trained on how to more effectively use Making Meaning, a program designed to develop language in students and to develop conversational techniques. This knowledge will only help and assist the ESL teacher as well as, the teachers whose classrooms receive ESL push in services. These teachers will work collaboratively in planning more effective lessons during small group instruction time during the ELL after school session. Along with the Professional Development, during common preps the ESL teacher will provide strategies for enhancement of students' language skills to staff involved in the after school program. A study group including the ESL Teacher and the cooperating teachers whose classrooms contain ELL Learners will be presented with research in second language learning, using materials that were distributed at regional professional developments. Also, professional texts and journal articles will be reviewed and discussed to help our team keep abreast on current issues and findings. Curriculum mapping, writing units of study, oral language development will also be topics of discussion as they are a school wide focus. All of these strategies will assist our second language learners. The 100 Book Challenge Professional Development for ELL teachers will discuss how this program encourages, teaches and rewards children to read on their independent level. This program provides students with standard based leveled books that they can read independently with successful decoding and comprehension. Instruction is differentiated according to the ELL child's level and allows each child to excel at their own pace. The Professional Development will take place on the following dates and address the following topics for the ESL teacher and the teachers whose classrooms receive push in services 9/10,13&24/12 Jiji Math computer program training. Ms. Irwin, the Aussie Consultant, to model ECAM diagnostic.9/28/12,Ms. Gadlin, the Aussie ELA Consultant will meet with teachers to discuss goals and objectives. 10/2,17 &19/12 ECAM analysis, planning instruction with Ms. Irwin. Educational DVD of Number Talks Lessons will be viewed and discussed. 10/3,12&16/12 ELA Curriculum planning, performance tasks intergrating SS/ELA with Ms. Gadlin. 10/2, 10 &19/12 ECAM Analysis, planning instruction and Basic Facts Interview with Ms. Irwin. 10/23&24/12 Discuss/implement Inquiry study and RTI model, input assessment data online. 11/05/12 Assessing children's levels, 11/08/12 How to use Fountas and Pinell (assessment tool) and individualized reading, 11/09/12 Running Records, 11/19 &20/12 Conferences, Inter-visitations of classrooms for teachers to observe other pedagogues. Also on November 6th Professional Development will take place. The ESL Teacher and teachers whose classrooms house the ELL children will participate in a full day of training by an AUSSIE Consultant, Jiji Training and Units of study in both Reading and Math. Teachers will be coached to use language development techniques, as well as TPR when lesson planning and conferencing with students. Teachers will also be trained (ongoing) during common planning time, to demonstrate to students how to use questioning to develop higher order thinking skills. This program develops the love and enjoyment of reading for all ELLs. Through this focus children are eager to read more and enhance their strategies to become the best readers they can. This also provides an excellent tool for the ESL teacher to scaffold strategies from the Professional Development to enhance and support the ELA curriculum to better address the needs of the ELLs.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: Parent involvement will be encouraged through monthly meetings that will address the needs of the ELL population that is specific to P.S.121. The monthly meetings are as follows:

September- discuss assessments: LABs, NYSESLAT, State ELA , Science and Math Test., which all ELL children are mandated to take (except those exempted from the ELA if new to the NYC school system). Testing modifications will be discussed where applicable.

October 22nd, 23rd and 25th - parents will be invited in to observe their child's class and discuss observations. Volunteer Training Workshop for any ELL Parent that would like to participate/help in their child's classroom or school.

November 8th, 9th, and 29th - ELL parents will be invited to participate in their child's instruction. A follow up question and answer period will ensure that parents agree with their child's placement and develop a home/school partnership. Also discussed will be the different at home strategies that can be used to help their child strengthen their skills. Workshops will address developing reading skills, 100 Book Challenge, Math Games and for the upper grade children the middle school process.

December 6th and 21st - Parents will be invited to share a display of the students' writing genre whereby each child produces a piece of writing about their own families traditions and customs. This will be a celebration of our ELLs and each child will present their writing orally. Embracing each others differences our goal is to help our ELL population become more like a "School Family." Workshops will also address the explanation of progress reports and filling out middle school applications.

January 10th and 18th- Each parent will meet with the ELL teacher, classroom teacher and administration to discuss their child's progress, the method of delivery and adjustments that will be made for the rest of the school year. Workshops will also address the writing process and ELA and NYSESLAT test prep.

February- Workshops will address SES Services, Valentine Reading Workshop and Math Test Prep.

March - Parent's meeting will align with the Parent's Association meeting where the ELL teacher will join the Literacy Support Team and present the first series of Literacy Development Workshops focusing on Oral Language Development. As well as, a Parent Survey information Session.

April- The second series of Literacy Development Workshops will be presented. The topic will be Listening and Speaking. A workshop will also be given on Science Test Prep for upper grade ELL students.

Family Fun Fitness Workshop- April 25th, May 2nd, 9th 16th and 23rd

May- The topic of the Parent's Meeting will be Writing. Focusing on translating the Listening and

Part D: Parental Engagement Activities

Speaking aspect of the Standards into Writing that will reflect the student’s own voice.

June- The parents will meet to discuss the results of the Assessments and their child’s placement for next year.

At P.S 121 we have an open door policy all parents of ELLs are welcomed to come in and speak with Administration, teachers and our Parent Coordinator. Additional meetings and workshops are planned according to the needs/concerns being expressed by our parents. Spanish speaking Translators are on staff and always available when needed. A teacher on staff translates any notices ,in Spanish, to inform parents of workshops and any type of communication needed between teacher and parent. We inform parents of the very helpful DOE website which provides information about English as a Second Language in many different languages as well as, the workshops that are offered through DOE for ELL Parents. The website is also used by the ESL teacher and those teachers working with the ELL learners when translation is needed in another language other than spanish. The Translation and Interpertation Unit is also of assistance when a parent of another language, other than Spanish, is needed when important information or correspondence needs to be discussed or addressed.

A Parent meeting scheduled on November 19, 2012. The AUSSIE consultant will work with the ELL parents and model the use of skills cards to help keep the parent informed and participate in their child’s success. Explain how to set quantity practice targets, monitor and reward to ensure that the ELL student adopts the independent reading routines to obtain academic success . Assist ELL parents in how to adopt successful home support routines, through the use of comprehension questions, games, phonics and sight word lists, to enhance their child’s reading. She will explain the use of continued assessment tools and differentiation provided to ELL students. Parents will be given the necessary information to monitor, support and improve their child’s reading. Further explain the collection of data of the student’s independent reading level, amount of time reading in school and at home with family support improves each child’s overall independent reading level based on assessments, skills cards, quizzes and test scores.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		