

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: JACOB A. RIIS
DBN (i.e. 01M001): 02M126
Principal: JACQUI GETZ
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Superintendent: BONNIE LABOY
Network Leader: ADA CORDOVA

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
Jacqui Getz	*Principal or Designee	
Barry Greenberg	*UFT Chapter Leader or Designee	
Jessica Santiago	*PA/PTA President or Designated Co-President	
Milagros Rodriguez	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Not Applicable/None	CBO Representative, if applicable	
Susan Ferrante	Member/ Parent	
Susan Levine	Member/ Parent	
Eliezer Santiago	Member/ Parent	
Francesca Forcella	Member/ Parent \Secretary	
Phil Burnett	Member/ Parent	
Nicole Schorr	Member/ Teacher	
Una Miller	Member/ Teacher	
Moraima Dominguez	Member/ Teacher	
Christopher Piccgallo	Member/ Teacher	
Filippa Ferriolo	Member/ Teacher	
Beth Goldsmith	Member/ Parent	
	Member/	
	Member/	
	Member/	

**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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- 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.
- 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 CEP 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 CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, administration will provide timely feedback and professional development to improve and support teachers' practice in competency 1e – Designing Coherent Instruction and 3b – Using Questioning and Discussion Techniques of the Danielson Framework as evidenced by observation reports and Advance data.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

There is a need to create a culture of conversation among the staff (by way of debriefing teacher observation cycles and in teacher inquiry work) that nurtures teachers' ability to deepen students' intellectual engagement in real-life, project-based units of study. Based on the ADVANCE data, 59% of our teachers achieved a Highly effective in the area of 1e – Coherent Instruction and 22% achieved Highly Effective in 3b – Using Questioning and Discussion Techniques.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Administration will provide feedback within 24 hours of observation date which will include suggestions and strategies around designing coherent instruction and using questioning and discussion techniques.
2. Coaches and consultants provide feedback addressing content, best practices and designing instruction.
3. Strategies for engaging students in learning, specifically questioning and discussion techniques are discussed at weekly/monthly/ and/or departments meeting, incorporated into unit and lesson plans, and implemented in classroom lessons.

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

1. Principals and Assistant Principals
2. Coaches and Consultants
3. Administration team, coach, staff using student work, professional texts and articles, classroom data, study groups.

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

1. Using Advance data, we will increase our overall Highly Effective score in the areas of 1e – Designing Coherent Instruction and 3b – Using Questioning and Discussion Techniques by 10%. ADVANCE data will be reviewed 3 times a year to note the trends across the 2 domains (1e and 3b).
2. All lessons will incorporate UDL practices. Lesson plans will be shared with administrators as they debrief observations with teachers.
3. Based on teacher records and frequent observations by administration, students will demonstrate an increase in class participation and discussions.

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

1. SEPTEMBER 2014-JUNE 2015
2. SEPTEMBER 2014-JUNE 2015
3. SEPTEMBER, 2014-JUNE, 2015

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

1. Coverage will be provided for feedback meetings and preparation periods (PREPS) will be programmed.
2. Create a coaching cycle for each teacher.
3. Common preps will be programmed; and resources will be purchased using school budget funds.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

.During grade-level parent meetings, School Leadership Team (SLT) meetings, and parent association meetings, teachers and administrators communicate pertinent aspects of the Danielson Framework and COMMON CORE STATE STANDARDS (CCSS) aligned teaching practices and how they impact students. This information is also shared in practical language via weekly Family Letter on the website, in backpacks, and in the lobby which is translated into Chinese and Spanish. In addition, Family Fridays, and designated Teacher/Parent meetings on Tuesday afternoons will be used to keep parents informed.

Budget and Resource Alignment

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

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

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Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

. By June 2015, 100% of teachers in grades K-8 will teach 4 units of study that have been revised to better assess student learning in the area of writing mechanics and close reading as evidenced by administrative review of curricula and student outcomes.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After studying student work (specifically writing samples and reading reflections), data from state tests, F&P, Performance Assessments, On Demand Assessments and various formative school-designed assessments, throughout the 2013 – 2014 school year across grades and contents; and comparing to performance rubrics (specifically designed around writing mechanics and reading comprehension), we identified the need to revise our units of study targeting close reading and writing mechanics. We found that there is a consistent area of weakness in grammar, punctuation, and use of academic vocabulary as the rigor of work increases- we see this primarily with SWDs and ELLs. There is a need to increase the quality of our student work by having teachers look at student work (data) and engage in on-site coaching to collaboratively revise units of study with an eye toward detail in student work, such as writing mechanics, close reading of text, observational drawing, and using precise mathematical language.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Teachers will create/revise CCSS aligned units of study.
2. Teachers will develop pre/post assessments with accompanying rubrics that will be used to measure student growth and inform instruction with particular attention to the needs of English Language Learners (ELLs), students with disabilities, and students in the lowest third percentile.

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

1. General education teachers, special education teachers, ESL teachers, related service providers, Special Education Teacher Support Services (SETSS)/intervention providers/Academic Intervention Service (AIS) teacher, coaches and consultants
2. General education teachers, special education teachers, ESL teachers, related service providers, SETSS/intervention providers/Academic Intervention Service (AIS) teacher, coaches and consultants

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

1. All content units of study will be aligned to CCSS with a focus on writing mechanics and/or close reading. Unit plans will be shared with administrators in their original and revised state. Unit plans are discussed at grade meetings with administrators.
2. English Language Learners (ELLs), students with disabilities, and students in the lowest third percentile will demonstrate a 5% increase on in-house assessments. Effectiveness of the rubrics will be analyzed against student work at grade meetings and unit plans will be adjusted accordingly.

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

1. SEPTEMBER 2014-JUNE 2015
2. SEPTEMBER 2014-JUNE 2015

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

1. Weekly department meetings, weekly grade meetings, in house/Network Professional development, common planning plan time
2. Weekly department meetings, weekly grade meetings, in house/Network Professional development, common planning plan time

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Present workshops focusing on close reading strategies and writing mechanics; provide information through Family Fridays and parent workshops, weekly Family Letter

and on the school website. Provide information during designated Tuesday afternoon parent meetings. Share results of the Performance Assessments through Jupiter Grades, report cards and in parent/teacher conferences. Provide examples of how parents might support common core in the identified subjects at school.

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2015, 100% of teachers will include differentiated Universal Design Learning (UDL) practices in at least 4 units of study as evidenced by review of artifacts and data.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 There is a need to review the units of study and student work (data) with onsite coaching to create multiple pathways to success and points of entry for English learners and students with disabilities. Based on our 2014 data, only 12% of our English Language Learners were able to pass the NYSESLAT and our Students with Disabilities failed to make any gains on the Mathematics State Exam from 2013 to 2014, remaining at 14.3% at or above proficient level.

Instructional Strategies/Activities

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

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

- Professional development and study groups to implement and utilize UDL practices.
- Revising unit plans to incorporate UDL practices.

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

- Consultants, coaches and teachers including general education, special education, and related service providers.
- Consultants, coaches and teachers including general education, special education, and related service providers.

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

- English Language Learners will demonstrate a 5% gain on the NYSESLAT and Students with Disabilities will improve 3% on or above grade level on the State Mathematics Exam. Based on in-house assessments, teachers will monitor progress for our English Language Learners and Students with Disabilities to ensure they are on target to make gains of the state assessments.
- All content unit plans will incorporate UDL practices that will offer support to English Language Learners and Students with Disabilities. Unit plans are shared with administrators once a month during grade meetings and lesson plans are discussed while debriefing observations.

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

- SEPTEMBER 2014- JUNE 2015
- SEPTEMBER 2014-JUNE 2015

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

- Staff meetings, weekly grade meetings, and common planning time.
- Staff meetings, weekly grade meetings, and common planning time.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
 School will present workshops focusing on English as Second Language practices and Mathematics support for families. Information for workshops will be shared through weekly Family Letter and on the school website.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2015, six parent workshops will be implemented to improve parent knowledge on curriculum and instructional practice, as measured by agendas and minutes of each workshop.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 Based on feedback from parents to the school's administration and School Leadership Team members through informal discussion, at monthly Parent Association meetings and monthly School Leadership Team meetings; the parent community would like to be better informed on how to best support their children at home.

Instructional Strategies/Activities

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

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

1. School will create a parent survey to identify interests.
2. School will design workshops around parent interest.

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

1. Administrators, teachers, counselors, parent coordinator
2. Administrators, teachers, counselors, parent coordinator

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

1. Participation of parents on the school's survey.
2. Participation of parents in the individual workshops.

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

1. SEPTEMBER 2014-JANUARY 2015
2. SEPTEMBER 2014-JUNE 2015

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

1. Checklist survey will be translated into Chinese and Spanish and will be distributed in backpacks and during morning drop off.
2. Six workshops will be held by administrators, teachers and guidance counselors.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
 The topics will be derived from the surveys filled out by parents. Parents will be notified of workshops through the weekly family letter and school website.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

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	Foundations, Wilson, interactive writing, guided reading, book club, word work, close reading. Shared reading, shared texts, Foundations word work, close reading	. Small group, one to one Whole group	During the school day During the school day
Mathematics	Repeated math facts practice Inquiry based problem solving Analyzing approach to computation Determining efficient use of operations Explain process of thinking in writing Develop projects that exemplify mathematical thinking	Small group/whole group Small group/whole group Small group/whole group Small group/whole group Small group/whole group Small group/whole group	During the school day During the school day
Science	Shared Reading Guided Reading Word work Close Reading Research/Inquiry	Small group/whole group Small group/whole group Small group/whole group Small group/whole group Small group/whole group Small group/whole group	During the school day During the school day
Social Studies	Shared Reading Guided Reading Word work Close Reading Research/Inquiry	Small group/whole group Small group/whole group Small group/whole group Small group/whole group Small group/whole group Small group/whole group	During the school day During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	. Class workshops/presentations	Small group	During the school day

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

1. All elements of the *All Title I Schools* section must be completed*.
3. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
4. 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.
<ol style="list-style-type: none"> 1. Targeted professional development based on soft/hard data, teacher observations and teacher input 2. Teachers will lead and drive professional development through study groups once a week 3. Teachers will attend professional development opportunities offered by the school's network 4. Teachers will visit other schools 5. Teachers will participate in conferences hosted by our school- inviting other schools to discuss current issues in school reform 6. Teachers will be given planning time to co-create CCSS aligned units of study and Performance Assessment Tasks

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).
<p>Consultants for PreK-8 work in: ELA, Social Studies, Math and Science planning will work with staff and administration team through-</p> <ol style="list-style-type: none"> 1. Writing curriculum 2. Conducting intervisitations 3. Modeling lessons 4. Sharing resources 5. Planning study groups

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.).
<p>Funds are used in targeted ways to support students-</p> <ol style="list-style-type: none"> 1. Purchasing supplies 2. Ordering extensive libraries 3. Funding field trips 4. Hiring subs 5. Hiring consultants 6. Funding additional professional development outside of school

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.).
<ol style="list-style-type: none"> 1. CCLS aligned curriculum 2. Parent Chats with Principal 3. Classroom visits for families 4. Early screening and intervention services

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
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measures and the professional development provided regarding the use of assessment results to improve instruction.
Grade/Department/Staff meetings
Focus groups
Cabinet meetings

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)

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, PS/MS 126, 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 school'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 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;

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

PS/MS 126, 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. 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.

DBN: 02M126

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes

of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$422,979.48	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$71,080.00	X	See action plan
Title III, Part A	Federal	\$19,088.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$4,000,229.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 02	Borough Manhattan	School Number 126
School Name P.S. 126/MAT		

B. Language Allocation Policy Team Composition [i](#) 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 Jacqui Getz	Assistant Principal Carlos Romero, Robin Berg
Coach type here	Coach type here
ESL Teacher Jennifer Couch	Guidance Counselor type here
Teacher/Subject Area Karin Patterson/ESL	Parent type here
Teacher/Subject Area Matthew Chaston/ESL	Parent Coordinator Rebecca Johnson
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	786	Total number of ELLs	157	ELLs as share of total student population (%)	19.97%
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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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-in	4	0	0	0	1	0	0	1	0					6
Pull-out	3	4	2	2	2	2	1	1	1					15
Total	4	4	2	2	3	2	1	2	1	0	0	0	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	156	Newcomers (ELLs receiving service 0-3 years)	137	ELL Students with Disabilities	21
SIFE	1	ELLs receiving service 4-6 years	14	Long-Term (completed 6+ years)	5

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. [i](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	137	1	10	14	0	8	5	0	3	156	

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	137	1	10	14	0	8	5	0	3	156
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													

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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	1	3	2	1	1	1	2	2	2					15
Chinese	24	35	28	20	15	3	8	5	2					140
Russian														0
Bengali														0
Urdu														0
Arabic		1												1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	25	39	30	21	16	4	10	7	4	0	0	0	0	156

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	2	3	2	1	1	0	0	1					14
Intermediate(I)	15	11	1	3	1	3	1	1	2					38
Advanced (A)	20	17	17	11	2	6	6	3	2					84
Total	39	30	21	16	4	10	7	4	5	0	0	0	0	136

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	4	0	0	13
4	3	1	0	0	4
5	7	1	2	0	10
6	3	3	1	0	7
7	1	1	1	0	3
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	3		4		5		1		13
4	3		0		1		0		4
5	3		4		2		1		10
6	2		4		0		1		7
7	1		0		1		1		3
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									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
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:

- 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.
At P.S. 126/MAT, we use Fountas and Pinnell from grades K-8 to measure early literacy skills of our ELLs. The data provide us with insight into the reading proficiency level, fluency, and comprehension skills of each student. They also provide us with more data with which to program our students into their ESL program, teacher, and schedule. We use these F&P scores to group our students into

homogenous groups for ESL instruction. Also, these scores let us know the strengths of our students. Often, students can be particularly strong in one modality over another. The F&P scores combined with the NYSESLAT scores give us a clearer, rounded picture of our ELLs. In 3rd grade, for example, are 4 students who read at less than an F&P level E. These students will be pulled out every day for Beginner ESL instruction in a group together. There is also a group of 10 students who read at F&P levels H-J. These students will be grouped for instruction, as will the 3 students who read at F&P levels higher than K in the 3rd grade. These reading levels help inform instruction for each group; the materials, grouping, and scaffolds will differ for each group.

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

The data patterns across proficiency levels and grades reveal that there are certain students who benefit from grouping across grade levels and proficiency levels. We make the pull-out groupings by looking at the entire student. The F&P levels, in combination with NYSESLAT and LAB-R scores are used to determine groups for pull-out ESL services. For example, in the 4th and 5th grades, there is a group of four students reading at lower than an F F&P level. Also, two of the students scored at an Intermediate level on the Lab-R and NYSESLAT, while two scored at the Beginner level. Although these students are in two distinct grades with two distinct proficiency levels, they will be grouped together by their F&P scores. These students will all benefit from reading instruction and oral vocabulary development at the Beginner level. Additionally, our Writing scores on the NYSESLAT and on the LAB-R are consistently low across grade levels and proficiency levels. Therefore, we will focus our ESL pull-out and push-in services on instruction in writing, particularly for the Advanced students. Graphic organizers will be used, along with instruction that consists in vocabulary development specific to academic writing. Students will have the opportunity to share their writing with their peers, and receive feedback from both peers and teachers. Long-term and short-term writing assignments will be completed so that students can gain experience in the writing process in order to become more proficient writers.

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](#))

Historically, our Writing scores on the NYSESLAT and on the LAB-R are consistently low across grade levels. Therefore, we focus our ESL pull-out and push-in services on instruction in writing, particularly for the Advanced students, for which Writing is the last modality for them to score a Proficient. This pattern will affect the Professional Development (PD) our staff attends; we will offer more PDs that are geared toward Writing for ELLs. This pattern will affect the conversations the ESL pedagogues have in their monthly grade-level meetings with classroom teachers; we will discuss specific instructional strategies to support ELLs writing in the content areas. This pattern will affect instruction directly in classrooms; Graphic organizers will be used, along with instruction that consists in vocabulary development specific to academic writing. Students will have the opportunity to share their writing with their peers, and receive feedback from both peers and teachers. Long-term and short-term writing assignments will be completed so that students can gain experience in the writing process in order to become more proficient writers.

On the other hand, Listening/Speaking is a modality in which our ELLs perform consistently well. This influences instruction in that classroom teachers as well as ESL pedagogues capitalize on this strength to build background knowledge and provide a bridge to writing. Additionally, our classroom teachers often employ the “Turn and Talk” technique to allow students the opportunity to work out ideas orally with a partner, before picking up a pencil. This allows students to gather their thoughts, gain perspective, and better prepare for the writing process.

Our school uses Annual Measurable Achievement Objectives (AMAO) to inform programming of ELLs into class schedules, as well as for extra services for struggling learners. We group ELLs for ESL instruction according to one or more areas of struggle in order to maximize the impact of our instruction in these areas. The AMAO informs us of which groups of students are struggling the most: newcomers, long-term ELLs, SIFE students, and ELLs with disabilities. ESL pedagogues can then collaborate with the classroom teachers of these ELLs, as well as the related service providers and the reading specialists to provide targeted instruction.

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?

a. The ELLs in our school who read in their native language are offered a copy of assessments in their native language. These assessments include: the state ELA, Math, and Science tests and Performance Assessment Tasks. However, students most often choose to use it only as a guide, and write their answers in the English test booklet. However, ELLs who are new to the NYC Public School system are given the Lab-R, and those who are entitled to ESL services and speak Spanish are given the Spanish Lab-R upon entrance into the school. Over the last three years, we have had 6 Spanish-speakers who are entitled to ESL as per the Lab-R. The results of their Spanish Lab-Rs show that the majority (83%) are not more dominant in Spanish than in English. One was designated SIFE, and two have been evaluated for an IEP. Thus, the data for how our ELLs fare on tests taken in English versus the native language are misrepresentative.

b. At P.S. 126/MAT, we do not currently use ELL Periodic Assessments as an assessment tool. These assessments were cumbersome and impeded instruction, as they were in addition to Performance Assessment Tasks the DOE has instituted in recent years, as well as our in-house assessments (F&P and Summative Unit Assessments), the NYSESLAT and the State ELA and Math, and in some grades Science, assessments.

c. Refer to 4b.

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](#).)

Our school uses data within the Response to Intervention (RtI) instructions for ELLs. For Tier I interventions, our school strengthens the core instruction in the classroom. ELLs who have F&P scores that fall behind grade level, as well as Beginner ELLs and ELLs with a low score in one modality, receive small group instruction in the classroom, have instruction that includes a focus on language functions and structures, and receive whole-class instruction that makes lessons meaningful by incorporating students background knowledge. The progress of these students is monitored through F&P scores, as well as teacher observations, and the instruction is adjusted as needed. For Tier II interventions, we offer extended day services to our ELLs who are also in the lowest 3rd subcategory. Extended day gives students extra instruction in reading and in writing, and allows for smaller groups and one-on-one instruction. ELL students deemed at-risk due to low ELA and Math scores from the previous year receive extra support in the form of pull out reading and/or math intervention services several times per week from a specialist teacher. We use data to inform all decisions regarding RtI procedures.

6. How do you make sure that a child's second language development is considered in instructional decisions?

The ESL department sends out memos at the beginning of the year listing each ELL's overall language proficiency, as well as proficiency broken down by modality; we provide a Listening/Speaking score and a Reading/Writing score for each ELL in each class. The classroom teachers collaborate with the ESL teachers throughout the school year in grade-level meetings on Wednesdays, once a month, to discuss instructional supports for ELLs in their classrooms. Within the ESL classroom, instructional decisions are completely centered around the students. Curriculum is created specifically for the strengths and weaknesses of the individual ELLs in each group each year. Materials and resources are purchased according to the interests and needs of the students in the current school year. The child's second language development is additionally considered when creating schedules for ESL classes. Students with similar levels of proficiency are grouped together by grade and then by proficiency level. For at-risk students who are specifically struggling with one modality (often either reading or writing), students will be grouped according to their struggling modality. This provides more focused instruction for struggling ELLs.

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.).

At P. S. 126, we evaluate the success of our ESL program through the use of the AMAO tool provided by the DOE, our Fountas and Pinnell levels, the scores from the NYSESLAT, as well as the scores from the ELA and Math tests. With the AMAO tool, we are able to see growth across grade levels each year. We are also able to analyze patterns, group students by various subgroups, and verify whether or not our program is successful through the growth of our students as seen in the AMAO tool. F&P is a resource that we value at P.S. 126 in that we can see growth of our students in reading at 4 different points in the school year. The ESL department keeps record of students F&P scores across years to monitor progress and success of our program. The NYSESLAT scores that are released each fall provide our program with data on our success in the four modalities. We are able to see which modalities to focus on in the year ahead, and in which modalities we are successful. Lastly, the ELA and Math test scores provide us with valuable data on how our ELLs fare comparatively in the school. This year, our ELLs did not do as well on the ELA test as compared with their peers. In 3rd grade, 70% of our ELLs scored a Level 1, and 30% scored a Level 2. In 4th grade, 75% of our ELLs scored a Level 1 and 25% scored a Level 2. In 5th grade, 70% scored a Level 1, 10% a Level 2, and 20% a Level 3. In 6th grade, 43% scored a Level 1, 43% scored a Level 2, and 14% scored a Level 3. In 7th grade, 33% scored a Level 1, 33% a Level 2, and 33% a Level 3. In Math scores, our students fared slightly better than their non-ELL peers. In 3rd grade, 23% of our ELLs scored a Level 1, 31% scored a Level 2, 38% scored a Level 3, and 8% scored at a Level 4. In 4th grade, 75% of all P.S. 126/MAT students scored a Level 1, and 25% scored at a Level 2. In 5th grade, 30% scored a Level 1, 40% scored a Level 2, 20% scored a Level 3, and 10% scored a Level 4. In 6th grade, 28% scored a Level 1, 57% scored a Level 2, and 14% scored a Level 4. In 7th grade, 33% scored a Level 1, 33% scored a Level 3, and 33% scored a Level 4. Therefore, we will be working this year to improve instruction for our ELLs in ELA, specifically in Writing, and we will continue our successful instruction in Math.

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

1. 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](#).)

When new students come into the school to register, an appropriate office staff accommodates the parent and notifies one of the ESL pedagogues. All the office and support staff speak English and Spanish or English and Chinese. All the support staff in the office help with registration for new admits and pre-kindergarten students.

Depending on the language of the parent, a bilingual office staff member that can accommodate the parents the most completes the registration process along with an ESL teacher. The formal initial assessment includes the administration of the Home Language Identification Survey (HLIS) by an ESL pedagogue after the informal oral interview in English and in the native language (with interpretation and/or translation services from a bilingual office staff). The HLIS will be filled in as "NO (not eligible)" if the languages spoken at home are English. The ESL pedagogue will then sign the HLIS and a copy of the form will be kept in the ESL department's records.

If student is eligible to take the LAB-R, the ESL teachers who are certified in ESL, will be responsible for administering and scoring the test. All new entrants whose HLIS responses indicate a home language of Spanish and scores at or below LAB-R cut scores must be administered the Spanish LAB only once at the time of initial enrollment. At P.S. 126/MAT, the ESL department ensures that LAB-R eligible students be tested within the first ten days of initial enrollment.

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.

In the fall of each year, and on an "as-needed" basis for new arrivals throughout the year, a Parent Orientation is provided in order to convey the three program selection options; Transitional Bilingual Education, Dual Language, or English as a Second Language. This is done within the 20 day timeline for new ELLs. At the orientation, the ESL pedagogues will explain (with the support of the appropriate translators) the enrollment procedure outlined (question 1) above to the parents of new ELLs. The ESL pedagogues will then show a video and pass out brochures introducing them to the variety of programs available to language learners within the NYC Public Schools. After the presentation and questions, the parents are provided with the Parent Survey and a Program Selection Sheet in English and in their native language. Bilingual office staff are available during the whole process to provide appropriate translation and interpretation services to parents. The parent can fill out the required forms at the meeting, or take some time to peruse the materials in order to make the most informed parental choice. In response to the preferences that we have seen evidenced in the parental choice forms, P.S. 126/MAT is currently offering language services via the ESL program model. For parents who could not make it to the scheduled session for the orientation, follow-up letters and phone calls are made in effort to inform them about parent choice in selecting a language program for their child. If the parents remain difficult to inform, we attempt to make contact during parent teacher conferences. For newly admitted ELLs who entered the school in the middle of the year, parents can make an appointment to meet with an ESL pedagogue (and an appropriate translator/intrepretor) to discuss the three program selections after the completion of the enrollment process. At this individual Parent Orientation, parents will view the Parent Orientation video and receive a Parent Survey and Program Selection Sheet in their native language, and make an informed decision.

If still the parents do not return the survey and the program selection, they are then given the orientation during Parent Teacher Conferences. For the 2012-2013 school year, we had a 90% success rate at returned parent surveys. At P.S. 126/MAT, the trend in program choices that parents have requested has been English as a Second Language. However, in order to honor other choices that parents have chosen, such as Transitional Bilingual Education or Dual Language, an ESL pedagogue (with appropriate interpretation/translation assistance from a bilingual office aid) will provide parents with accurate information on the benefits of all three of the language programs. After adequately informing parent about the three language program models, the decision is left up to the parents as to which program is right for their child. Additionally, parents of all new ELLs are given a Placement Letter informing them of the placement of their child, including those few who did not complete a Parent Survey. There are multiple notifications along the way to ensure these parents are given the choice of program for their child.

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

[\[see tool kit\].](#))

Other letters are sent out to parents during the parent orientation period as well. If students have passed the NYSESLAT they are given the Non-Entitlement letter. If the student did not pass the NYSESLAT, they they are given the Continuation letter, and if the child is a new ELL, they are given an Entitlement letter. Before distributing each Entitlement, Non-Entitlement or Continuation letter to parents, the ESL department will scan the letter and a copy is kept for their records. As for the returned Parent Survey and Program Selection Sheet, the ESL pedagogues maintain and update a spreadsheet of students in order to keep track of who has or has not returned the survey and what choice each parent made. The surveys are placed in the students' cumulative folders. As a back-up storage, each survey is also scanned into the computer and categorized accordingly.

The Parent Survey and Program Selection is a crucial part of the ESL coordinators' duty at PS126. In the beginning of the year there are several Parent Orientations after the ELLs have been identified. Letters are sent out to parents in their first language and posters are put up so parents can read them as the days for the Parent Orientation approaches. A session in the morning is set up at 8:30, so that parents can be gathered when they drop off their child. This has been successful in getting the majority of the parents to attend the parent orientation to fill out the parent survey. During the orientation, an ESL pedagogue (with translation/interpretation services provided by a bilingual office staff) will provide a detailed description of the program selection process to parents. Parents are also introduced to the parent coordinator and the administration. The parent surveys are handed out and the ESL pedagogues, and several bilingual office staffs are available to aid parents in the completion of the form. The surveys are collected at the end of the orientation. If a parent should be absent for the orientation and does not complete the survey, they are contacted by the ESL pedagogue (with interpretation assistance from a bilingual staff) to set up an appointment for them to come to for a one-to-one session on the three programs available for their child, so that we may obtain the survey. This is also the case for newly admitted students who miss the scheduled orientation that is only held when there is a high influx of students. During parent orientation or meetings, translation and interpretation services are readily available via one of our experienced and bilingual office staff members.

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.

When a student registers, they are initially screened by an ESL pedagogue. If the student is transferring from within the New York City Public School system, the teacher will check the student's record to verify whether or not they have taken the NYSESLAT the prior year. If the record indicates that the new student requires ESL services, the administration works with the ESL pedagogue to place the student in the appropriate class. The parent is sent a Continuation Letter notifying the parent of Continued Entitlement. If the student is a newcomer to New York City, the ESL pedagogue and a translator, if needed, will assist the parent in completing the Home Language Survey (HLIS). HLIS forms are available in 13 languages other than English. If the Home Language is determined to be other than English in the HLIS, the student is administered the Lab-R to determine ESL eligibility. If the student requires ESL services as per this hand-scored exam, the student's parent is sent a letter of Entitlement and invited to a Parent Orientation Meeting, coordinated by the ESL pedagogues and translators. The ESL teacher will place the child in the appropriate level class and notify the parent of the placement via a Placement Letter.

ESL eligibility is determined by the LAB-R score for the new entrants. The ESL teacher hand-scores the answer document to determine whether the student requires ESL services, and the level of language proficiency that the child has acquired according the scoring scale. All LAB-R tests for new entrants are sent to the assessment office at specified dates to be officially scored.

Depending on the results of this test, the ESL teacher will then determine if the child is an ELL. If the child places at a Y (Beginner), X (Intermediate), or A (Advance), the parents will be invited to a Parent Orientation meeting. The Parent Orientation often occurs when there is an influx of new-admits—September and January. Depending on the new-admits' arrival date, a parent orientation will be available as needed. If necessary, the parents will be given a one-on-one orientation by an ESL pedagogue. For students who pass the LAB-R with a score of N (not-entitled), the "Program Placement" section of the HLIS will be completed by an ESL pedagogue, scanned for ESL records, and returned to the child's cumulative folder.

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.

The NYSESLAT exam is a crucial part of ESL assessments. Every year, about six months before the administration of the exam, the correct number of ELLs who are eligible for the exam are estimated and the exams are ordered. Once the exam is ordered, scheduling and programming is created to ensure a testing environment for the school. Proctors are requested, spacing is reserved, and letters informing the parents of the NYSESLAT are handed out. The administration works hand in hand with the ESL department to ensure the school is ready for the arrival of the exams. When the speaking part of the NYSESLAT arrives, the ESL pedagogues, will take the list of students to be tested and administer the exams one-on-one for each ELL. Before the rest of the exams (Listening,

Writing and Reading) arrive, several certified English Language Arts teachers will be asked to proctor the exam. Last year, some the pedagogues were from Kindergarten through 5th grade. Those teachers who will be proctoring the remaining sections of the exam, will be given a training session. When the rest of the exams show up, they are separated and organized, put into envelopes with the correct number of exams. On the cover there will be an attendance list. The test materials are always locked and secured. The proctors do not see the exams until the day of the test. Once the tests are done, they are scored and returned to the testing center. All of the rest of the materials are sent back in a return box. Each year, the results of this test determine the placement of students into the appropriate ESL program for the year.

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. 

The trend in program choices that parents have requested has been English as a Second Language. Most parents indicate that they would like for their child's instruction to be solely in English and then be taught the second language at home or at an independent language program either after school or over the weekend. The parents have expressed that their child has had success with learning how and when to use their first language and their acquired second language. P.S. 126/MAT rarely encounters parents who request bilingual or dual language education. However, when this occurs, parents are given accurate information on the benefits of all three of the language programs. After adequately informing the parent about the three language program models, the decision is left up to the parents as to which program would best fulfill their goals for the child. Most parents of students who participate in the ESL program at P.S. 126/MAT are satisfied with the language acquisition and progress of their child.

At the beginning of each semester, a Parent Orientation is provided in order to convey the three program selection options; Transitional Bilingual Education, Dual Language, or English as a Second Language. At the orientation, the three ESL pedagogues explain (with the support of the appropriate translators) the enrollment procedure outlined above to the parents of the new ELLs. A video introducing them to the variety of programs available to language learners within the NYC Public Schools is shown and any questions that may arise are answered.

According to the Program Selection Survey conducted in 2011-2012, 85% of parents of newly entitled ELLs chose ESL as their first choice, while 15% chose the Transitional Bilingual program as their first choice (half of which by default when they failed to return their parent survey), and 0% of parents chose the Dual Language program as their first choice. In 2012-2013, 82% of parents chose ESL as their first choice, 16% chose Transitional Bilingual, and 2% chose Dual Language. Thus far in 2013, 75% of parents have chosen ESL as their first choice, 15% chose Dual Language, and 10% chose Transitional Bilingual (mostly those whose response defaulted to TBE when they failed to return the parent survey). In response to the preferences that are evidenced in the parent choice forms, P.S. 126/MAT is currently offering language services via the ESL program model.

On the occasion that a parent requests a program that is not available at PS126, we support the family in finding placement for their child at a school with the desired program choice. In addition, we alert parents to the potential of a default program choice if a selection is not made. As mentioned previously, the potential of a new program choice is presented to the parents as well. However, if not enough families have opted for a different program at this school, the student is supported through the process of transferring to another school that does provide the service the parents have requested and chosen.

It should be noted that when the parents are provided with the option of moving to another school, parents often opt to keep their child at PS126 in the ESL program. The parents are always told that if a number of parents select a different program than the school offers, the school will re-evaluate the program offerings versus the program selection when the occasion arises. Currently, our ESL program alignes with the parents' requests.

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])?
 - 1a. ESL instruction is delivered by several organizational models at PS 126/MAT by 3 certified ESL teachers. With most of our beginner and intermediate students, we use the pull-out model where we take small groups of 4-6 students to our rooms and give them explicit reading, writing, and language instruction. The ESL teachers also use the push-in model where the ESL teacher goes into the ELLs' regular classroom and works on the content that the classroom teacher is doing. The push-in model is used with the advanced ELLs.
 - 1b. ESL program models at our school include homogeneous, heterogeneous, and ungraded grouping. The lower grades are grouped homogeneously based on level of English proficiency, by grade, and even by class because there are so many in each class. The 4th and 5th grade ELLs are sometimes in groups that are ungraded but homogeneous according to level. The middle school students are sometimes grouped heterogeneously by level and grade because there are fewer students in these grades.
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)?
 2. There are 3 certified ESL teachers who teach ESL at PS 126/MAT. One certified ESL teacher teaches Kindergarten ELLs 3 days a week. There are 26 Kindergarten ELLs. All of the Beginner, Intermediate, and Advanced Kindergarten ELLs are serviced their mandated minutes a week. The Beginner and Intermediate Kindergarten ELLs are pulled-out and receive 360 minutes of ESL instruction a week. The Advanced Kindergarten ELLs receive their mandated 180 minutes of ESL instruction in a push-in setting. The second certified ESL teacher teaches grades 1-3. There are 40 first grade ELLs. The first grade Beginner and Intermediate ELLs receive 200 minutes a week. The first grade Advanced ELLs receive 100 minutes a week. There are 30 second grade ELLs. The second grade Beginner and Intermediate ELLs receive 200 minutes a week. The second grade Advanced ELLs receive 100 minutes a week. There are 20 third grade ELLs. The third grade Beginner and Intermediate ELLs receive 200 minutes a week. The third grade Advanced ELLs receive 100 minutes a week, this is taught by the third certified ESL teacher. The third certified ESL teacher also teaches ELLs in grades 4-8. There are 12 fourth grade ELLs. The fourth grade Beginner and Intermediate ELLs receive 225 minutes of ESL instruction a week. The fourth grade Advanced students receive 180 minutes a week. There are 4 fifth grade ELLs. The fifth grade Beginner and Intermediate ELLs receive 225 minutes a week. The fifth grade Advanced ELLs receive 90 minutes a week. There are 10 sixth grade ELLs. The sixth grade Beginner and Intermediate ELLs receive 230 minutes a week. The sixth grade Advanced ELLs receive 90 minutes a week. There are 7 seventh grade ELLs. The seventh grade Beginner and Intermediate ELLs receive 140 minutes a week. The seventh grade Advanced ELLs receive 115 minutes a week. There are 3 eighth grade ELLs. The eighth grade Beginner and Intermediate ELLs receive 115 minutes a week. The eighth grade Advanced ELLs receive 115 minutes a week.
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.

3. In Pull-Out classes, the ESL teachers provide a variety of strategies to ensure content is comprehensible in English and the Common Core Learning Standards are met. The certified ESL teachers are given pacing calendars by the classroom teachers to plan their instruction and include content information and vocabulary that the ELLs will need in their regular classroom. The ESL teachers use visuals, manipulatives, and videos to customize the display of information that has already been taught in their classroom or will be taught in their classroom. Picture Dictionaries, Picture word walls, and iPads are used to clarify vocabulary, and prompts and sentence starters help clarify syntax and structure. The ESL teachers activate prior knowledge by using concept maps and charts they have created together while discussing students' experiences. The ESL teachers use both fiction and nonfiction books and topics during Shared Reading, Guided Reading, and Interactive Writing. The nonfiction books will be chosen based on each grade's unit plans. Skills are explicitly taught to find key ideas and details, identify similarities and differences between two texts, and ask and answer important questions.

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

4. Our school does not offer TBE or Dual Language programs so we do not evaluate ELLs in their native language throughout the year. For new students we administer the LAB-R in Spanish or conduct an interview with the student and parent and appropriate translator to establish the literacy level in their first language.

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

5. Ongoing assessments are an integral part of our ESL curriculum. The Fountas and Pinnell Guided Reading Assessment kit is used to individually assess all students' reading levels 4 times a year. Once these are obtained, students are placed in the appropriately leveled guided reading groups. These groups are fluid and change over the course of the school year depending on the strength and weaknesses of the students. Written Performance Tasks including narratives, informational, and opinion pieces are used as writing assessments throughout the year for grades 3-8. In grades K-2, as well as the upper grades, a variety of writing assessments are used including keeping anecdotal records and conferring with student writers. Speaking and Listening assessments are taken throughout the year through anecdotal record keeping and using teacher-created rubrics. Students' self-assessments are also encouraged throughout the year in order for the students to learn to take responsibility for their learning and become motivated learners. The NYSESLAT assessment given at the end of the year is used for grouping and planning purposes for the following year.

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).

a. We currently have 1 SIFE student in our ESL program. The student was introduced to basic school routines and structures. The student participates in a pull-out class that is ungraded, but a homogeneous leveled group of Beginners and Intermediate students. The certified ESL teacher sees the student 5 days a week for 315 minutes each week. The certified ESL teacher also makes sure to help the classroom teacher simplify directions for that student. Leveled guided reading texts are used during a readers workshop model that includes a mini lesson, guided reading, and reflective response. Guided reading texts are available in his native language.

b. There are 137 newcomers. The newcomers are put into homogeneous groups where they interact with their peers who speak their native language to lower anxiety. The smaller group allows them to take more risks while practicing English. The ESL teacher uses each grade level's pacing calendar to plan specific topics to cover what the regular class will be studying, many times working on specific projects in the ESL room with the guidance of the certified ESL teacher. More visuals are used and adaptive text s are given where needed. Supplementary materials are selected to help bridge new content to the students' background knowledge. Guided reading groups are leveled homogeneously in the ESL class. Materials used are leveled guided reading books as per Fountas and Pinnell. The students who have been in school for more than 1 year and are qualified to take the ELA test, will be given extra test prep time to become more comfortable with the testing environment and learn what is expected of them. Kindergarten newcomers receive their mandated 360 minutes per week from a certified ESL teacher. First through third grade newcomers receive 200 minutes a week. Fourth and Fifth grade newcomers receive 315 minutes a week. Sixth grade newcomers receive 340 minutes a week. There are no seventh and eighth grade newcomers.

c. There are fourteen students who have been in ESL for 4-6 years. These ELLs are put in ungraded, somewhat homogeneous leveled groups to work on their reading and writing skills, with a focus on explicitly teaching the rules of grammar while still adapting any directions to reduce the linguistic complexity. The ESL teacher helps to scaffold meaning and clarify information. We use both pull-out and push-in for this level of student. The ESL teachers are certified and see these students 120-200 minutes a week.

d. We currently have five Long Term ELLs who have 6 or more years in ESL. Most of these students either have an IEP or receive a related service such as speech, hearing, and physical or occupational therapy. The progress these long term ELLs make is carefully reviewed and monitored to ensure that language acquisition issues are dealt with appropriately. If a learning difficulty exists, the student is referred for evaluation to our Special Education team. For the long term ELLs, we differentiate to make sure any obstacles the student may

have are dealt with to figure out appropriate steps for improvement. The certified ESL teacher works with these sixth through eighth grade long term ELLs 120 minutes a week.

e. Recent former ELLs (passed the NYSESLAT within the last two years) are still given accommodations, such as extra time and small groups, on standardized tests and performance assessments. They are also welcome to join the various after school Title III programs we offer to improve their background knowledge even more.

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?

7. There are 21 ELL-SWDs. The ESL teachers utilize the Universal Design for Learning for ELL-SWDs. This includes using visuals and pictures that trigger schema, graduated scaffolding, embedded prompts to stop and think, checklists, templates, concept maps, and mnemonic strategies when applicable. The ESL teachers work with the classroom teachers in developing this differentiation for ELL-SWDs.

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?

8. Our school offers Integrated Co-Teaching classes in every grade. ELL-SWDs are integrated with students without learning disabilities, students who are not ELLs but have learning disabilities, and ELLs without disabilities. The ESL teacher pulls-out ELL-SWDs with ELLs without disabilities to provide the least restrictive environment, yet still follow the IEP and maximize learning with the ESL teacher. We pay careful attention to not overlap ESL with related services.

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

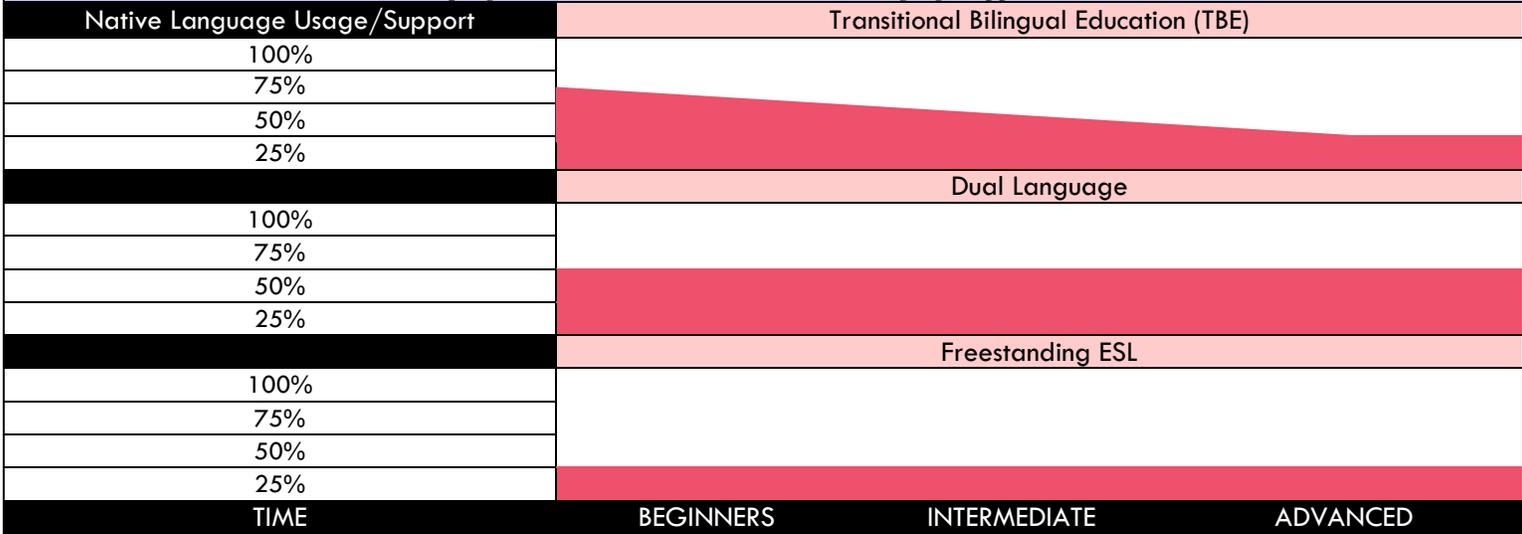
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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
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.
9. Response to Intervention (RTI) is used to identify ELLs at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities. Targeted interventions for Advanced ELLs include the ESL teacher helping to support the content areas of ELA, Math, Social Studies, and Science. For each ELLs transitioning needs, the ESL teacher works closely with the mainstream teachers to keep up with the schedule and daily classroom activities. Targeted interventions for math include one on one support during math instruction periods, focusing on word problems and modeling examples of the process. The ESL teacher supports the Beginner and Intermediate ELLs by utilizing ESL strategies through small group instruction in pull-out classes. The ESL students gain confidence in the format and routines that occur in the mainstream classroom. The continuity helps support ELLs in reaching the Common Core Learning Standards for ELA, Math, Social Studies, and Science. The advanced group has more independent time to practice the skills and strategies taught both in their mainstream classrooms and in their ESL classes. The flow between the two classroom environments helps the students to bridge from the highly scaffolded ESL environment back to the larger mainstream class environment. Integrated language and content instruction provides opportunities for Beginner ELLs to acquire a new language through the study of the academic disciplines such as Math, Science, History, and Language Arts.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. The effectiveness of our current program is evident in the advancement of our students' Fountas and Pinnell reading level assessments that consistently advance each student to a new reading level several times a year. Unfortunately, because of the new ELA and Math tests aligned with the Common Core, our ELLs' standardized test scores, along with all of our students' scores as well as the entire city's scores, did not improve this year. We are working hard to make sure the students gain the knowledge needed to improve these scores.
11. What new programs or improvements will be considered for the upcoming school year?
11. This year we added a half-time certified ESL teacher who will work with the Kindergarten ELLs in both push-in and pull-out programs. This will most likely help to reduce the number of ELLs who continue to be ELLs in the first grade and will help with meeting the mandated number of minutes for all ELLs eventually. This certified ESL teacher will also start a new after school running program offered to ELLs as part of Title III.
12. What programs/services for ELLs will be discontinued and why?
12. We have not discontinued any programs or services for ELLs at PS 126/MAT.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. All students at PS 126/MAT are welcome to join the many after school programs and sports we offer. Starting in 4th grade there are team sports, both competitive and noncompetitive, for both boys and girls in almost every sport imaginable including bike riding, surfing, soccer, basketball, volleyball, football, wrestling, cheerleading, lacrosse, and cross country. ELLs are also able to attend the 2 after school programs offered by the local YMCA and ISS (Immigration Social Services.) The YMCA program is free and is offered on a first come/first served basis. ISS is available to all families and offers homework help by a certified teacher, which is available at a very affordable price. Many of the teachers and counselors in both programs speak Chinese, the predominate first language at our school. All forms and invitations that are sent home are offered in English, Spanish, and Chinese. Title III is also offered to all ELLs and former ELLs at our school. Chess is offered to all students in grades 1-5. A music program taught by a certified ESL teacher is available to ELLs in grades 3-5. Two certified ESL teachers offer an Explorers program to ELLs in second, third and all middle school grades. This program takes the students all over New York City so the students will gain necessary background knowledge. The students draw and write about their experiences and make travel books depicting their adventures. The middle school students create a culminating slide show presentation at the end of the school year. Parents are invited on all field trips and attend the final presentation celebration.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. All of the ELL subgroups, SIFE, ELL-SWD, newcomers, ELLs with 4-6 years in the ESL program, long term ELLs, and former ELLs, utilize a variety of resources and materials. Leveled guided reading sets of books are offered at all Fountas and Pinnell levels. The ESL teachers have their own sets that are kept in their rooms. There are also many books in both Spanish and Chinese. For the younger students games, puzzles, art projects, and manipulatives are offered to reinforce the language they are learning. The 3 certified ESL teachers use document cameras, projectors, dvds, as well as online websites geared specifically for ELLs in the ESL classroom. The ESL teachers use iPads, laptops, and computers to incorporate technology into their lessons. Many books on tape

and cd are available to the students to take home. Our certified ESL teachers have successfully acquired many supplies and equipment from generous donations through Donors Choose. The teachers write their classroom project requests and post on the Donors Choose website. Donors then donate to certain teachers' projects. The ESL team has received an iPad, extra large white board easel, kidney shaped table, a laminating machine, a rug with a map of the United States on it, reams of paper, colored paper, art supplies, mobile organizers, and so much more all from their Donors Choose projects!

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

15. At PS 126/MAT we strive to celebrate the native languages and cultures of our student population. Students and families are invited to the annual Dragon Dance performed at the school for the Lunar New Year celebration. ELLs and their families are afforded equal access to all school programs and are invited to all school wide functions. All official school notices are sent home in Chinese and Spanish in addition to English and all students are given the option to participate in after school activities without bias. Many books at all reading levels are available in Chinese and Spanish. Because our school is located in Chinatown, near Chatham Square where there is the Kim Lau Memorial Arch dedicated to the Chinese who died in World War II, many field trips are taken to local Chinese attractions including Confucius Plaza, the Mahayana Buddhist Temple, the largest Buddhist temple in Chinatown, Mosco Street to Mott Street, the oldest Chinese inhabited street in New York City, the famous Doyers Street with a 90 degree turn so straight-flying ghosts can't move through it, and MOCA (Museum of Chinese in America.)

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

16. All required services support ELLs and resources correspond to ELLs' ages and grade level. In Kindergarten through grade 5, the certified ESL teachers work collaboratively with classroom teachers and other staff to teach challenging academic content to prepare students for middle school and beyond. Using each grade's pacing calendar as a guide, they work with small groups both inside and outside the classroom to provide targeted instruction and support based on individual student needs, ages, and grade levels. Students actively participate in hands-on language rich activities in the classroom that promote academic language development and creativity.

At the secondary level, grades 6-8, the certified ESL teacher teaches the English necessary to demonstrate complex thinking and learning. Through engaging and challenging interactions with teachers and peers, students acquire the English language proficiency skills and content knowledge needed to be ready for high school and college. ESL teachers carefully choose, plan, and adapt activities and topics to be covered throughout the year along with each grade's Pacing Calendar. Teachers provide student instruction in the process of choosing an appropriate text and the students and teacher work together to choose appropriate writing topics in the persuasive, narrative, and comparing/contrasting genres.

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.

17. During the summer, new students can enroll in one of the summer camps offered at our school through the local YMCA and ISS (Immigration Social Services.) The camps have bilingual counselors who can speak the students' first language. The children get an opportunity to interact with other children who speak their language and learn English from these experiences, as well as meet their future classmates.

18. What language electives are offered to ELLs?

18. Spanish is a language elective that is offered to ELLs in 7th and 8th grades.

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)?

Paste response to questions here:

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.

1. The Professional Development Plan includes the 3 certified ESL teachers attending various workshops and professional development opportunities offered by OELL throughout the year. There is a weekly ESL team meeting during extended day where we discuss goals, opportunities, materials, ideas, planning, and any other ESL issues that arise. There are also funds allotted for Professional Development through Title III that includes classroom teachers attending the same workshops as the ESL teachers. Our plan includes attending "Reading and Writing Nonfiction for ELLs Institute: Scaffold for Success" and "Brain Research: Keeping ELLs in Mind" in the next few months.

2. ESL professional development opportunities that support ELLs in regard to the Common Core Learning Standards are offered through OELL throughout the year. The Title III funded professional development is also used to learn about supporting ELLs as they engage in CCLS. The school has several literacy consultants who come to the school to give workshops with all the teachers, including the ESL teachers. Carl Anderson, author of "How's It Going?" and "Assessing Writers" is a consultant who comes on a regular basis. The ESL team also plans on attending "Reading and Writing Nonfiction for ELLs Institute: Scaffold for Success" and "Brain Research: Keeping ELLs in Mind" in the next few months.

3. Since we have a middle school in the same building as our elementary school, almost all of our 5th grade ELLs are accepted to our middle school. The certified ESL teacher meets with the 6th grade teachers to discuss the students, their needs, and any other concerns or questions she may have about the incoming ELLs. The certified middle school ESL teacher also offers way she can support the students in their middle school classes. The ESL teacher and the school counselor discuss high schools with 8th grade ELLs.

4. Some classroom teachers are included in the Title III professional development sessions which provide ELL training in some capacity. Some of the classroom teachers attended a professional development workshop called "Collaboration and Co-Teaching: Strategies for English Learners" that described different methods and ways ESL and classroom teachers can collaborate. All staff participates in ongoing professional development sessions on Universal Design for Learning (UDL.) UDL is a set of principles for curriculum development that give all individuals equal opportunities to learn. These principles align perfectly with the principles of teaching English as a second language. UDL provides a framework for understanding how to create curricula that meets the needs of all learners from the start and places the burden of adaptation on curricula, not the learner. All teachers, counselors, and staff participate in these UDL workshops that emphasize the importance of eliminating unnecessary barriers without eliminating the necessary challenges.

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?
 1. ESL teachers frequently participate in grade level field trips that all parents are invited to join. ELL parents often chaperone on these trips. As part of one of our Title III programs, parents are invited on the Explorers' field trips around the city of New York. These parents have accompanied us to museums, an amusement park, and ice skating, just to name a few. Parents of ELLs are also invited to any class performance or special day hosted by the ESL teacher or classroom teacher. Parents attended one our ESL teacher's performance of "The Grouchy Ladybug" starring only newcomer ELLs.
 2. The school partners with the after school programs YMCA and Immigration Social Services (ISS) to provide workshops and services to parents in their native language. The parent coordinator of our school also plans parent workshops with a translator. All flyers are sent home in the student's home language. The bilingual office staff at our school helps us immensely with communicating with parents who are illiterate in their native language.
 3. The needs of parents are evaluated through our initial home language survey interview. The ESL teachers, along with a translator when necessary, ask the parent about the language spoken at home and the previous schooling the student has had. This usually prompts the parent to discuss her needs and goals for her child. During the parent orientation that explains the different programs offered in New York City Public Schools, a translator is provided and any questions are answered about our ESL program and programs throughout the city. Parents are encouraged to send in notes or call about any concerns they have regarding their child's education.
 4. Once we have evaluated the needs of the parents of ELLs, the ESL team plans opportunities for these parents to become more involved with their student's education. Parents are highly encouraged to serve as chaperones on all field trips. Any specific concern a parent has about her child's education is dealt with on an individual basis utilizing all of our resources including translators, interpreters, psychologists, social workers, speech therapists, and the certified ESL teachers at our school.

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: 02M126 School Name: P.S. 126 Jacob Riis/MAT

Cluster: 1 Network: 206

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.

The school's written translation and oral interpretation needs are determined through ATS, emergency cards as well as Home Language Identification Survey. During enrollment, one of the school's aides, along with a pedagogue, will assist and guide parents in completing all the necessary documents. Similarly, if a child is transferring from a different school, the office staff will look through the student's cumulative folder to ensure all documentations are present. In addition, most of our school's aides are bilingual speakers who can provide assistance in written translation and oral interpretation for non-English speaking parents.

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.

According to the Home Language Aggregate Report (RHLA) obtained through ATS, 4.1% of the parents speak Amoy (aka Fukienese), 12.7% speak Cantonese, 28.2% speak Mandarin and 5.1% speak Spanish. In other words, there are about 57% parents who speak a language other than English at home. Other than English, the two major languages spoken are Chinese and Spanish. The findings were shared with the school community through the School's Leadership Team meeting. All forms, notices and signage for parents are translated into the three main languages; English, Spanish and Chinese.

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.

The school provides written translation through a combination of hiring an outside vendor recommended by Department of Education as well as in-house services by school staff. Depending on the quantity and the amount of time given, school staff are usually the ones to provide written translation services for necessary admission paperwork, notices and forms.

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.

Similar to written translation services, oral interpretation services are provided through outside vendor and in-house by school staff. In-house services by school staff are frequently used to assist with day to day procedures such as contacting parents and admission process. Larger events that require more assistance, such as parent orientation or parent teacher conferences, the school may use both outside vendor and in-house services.

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>.

Our school provides language services to non-English speaking parents in an appropriate and timely manner. The school has allocated a budget where we can provide language services from outside vendor if needed. With majority of the school staffs as bilingual speakers, we are able to provide timely information to parents through various methods. Additionally, all forms, notices and signage are presented to parents in English, Spanish and Chinese.



Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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 or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information	
Name of School: PS 126	DBN: 02M126
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 50 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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: 8 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 5

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:

Activity One: Mini Explorers (Grade 3)

The start date is October 24, 2014 and the end date is June 19, 2015. All beginning, intermediate, and advanced ESL students in grade 3 will be asked to participate. There are 27 total ELLs in grade 3. The proposed instructional activity is exposure to culture, social sciences, and the city around them through exploration and building their experiential knowledge so they can become more active participants in our school community and in society overall. There will be two certified ESL teachers and the language of instruction will be English.

After reviewing the NYSESLAT data and the Annual Measurable Achievement Objectives, it is clear that the students at PS 126 need to improve their writing and build their schema. Going on these various field trips will provide students the necessary background knowledge for when they take the NYSESLAT. Questions that pertain to prior knowledge, such as landmarks, ice skating, museums, and permission slips, require students to know not only academics, but also assimilation into their second culture.

An estimated 20-25 students will meet every Friday from 2:45-4:45. There will be an estimated 15 classes and approximately 10 field trips. The class will begin by looking through many famous landmarks' brochures, looking on the internet for other potential field trip locations, and brainstorming everyone's ideas about where they want to visit. The teacher will rewrite some of the brochures so the beginning students will be able to read about the places too. Students will improve their vocabulary through pictures first, and then reinforce that vocabulary by actually seeing what is in the picture. Students will strengthen their background knowledge further by then creating their own brochures of those same landmarks, museums, and experiences. Students will create questionnaires for their parents asking what famous landmarks they have seen in New York City. Students will present their findings. Parents will be encouraged to go on field trips and will have an opportunity to come up with suggestions for field trips. Parents will be asked to attend class when their children present their brochures and during the final presentation of the mock newscast, describing all the places they have visited.

The class will go on approximately 10 field trips. Some possible places for field trips:

Ice Skating

Sony Wonder Technology Lab

AMC Movie Theater

Part B: Direct Instruction Supplemental Program Information

Victorian Gardens

Park Avenue Armory

The Police Museum

Max Brenner

Bowling

Ripley's Believe It or Not

Discovery Times Square

Freedom Tower

Central Park

Madame Tussauds Wax Museum

Top of the Rock

Children's Museum of the Arts

After each field trip, students will create their own brochures, drawing pictures and maps, labeling their pictures, and writing informational pieces after gathering information from their experiences. They will use nonfiction text features such as headings and subheadings, helping the reader navigate through sections of the text; charts and graphs, helping the reader summarize and compare information; bold print, helping the reader by signaling the word is important; pictures and captions, helping the reader understand their drawn and real pictures. Many of these will be revised and published using a variety of digital tools. The Mini Explorers will present their brochures to the MAT Explorers, so the students will have practice speaking and presenting their work in front of others. Students will choose a few of the locations and brochures and turn those into mock newscasts, acting as news anchors reporting about great places to see. The mock newscasts will be filmed and edited and put on Vimeo.

Rationale

1. Opportunity: Finding authentic and meaningful writing purposes can be difficult in the younger grades. Students will see that their brochures could be helpful to other students interested in visiting these places. These brochures will be used to recruit students for next year's program.
2. Engagement: The field trips and brochures will motivate the students to do their best writing and practice speaking in front of others. Seeing their brochures printed with their own illustrations and photographs will motivate them to do their best writing practice in school.
3. Demonstration: Watching other student's newscast productions, as well as their own, will demonstrate their command of English grammar conventions. Students will get a chance to hear

Part B: Direct Instruction Supplemental Program Information

themselves and then self-correct where needed.

4. Risk taking: Students will be in front of middle school students and teachers presenting their brochures and a newscast by the end of the year.

5. Response: The teacher, parents, and students will share personal connections, make predictions, and ask questions about the places they will see.

6. Time: Students need large chunks of uninterrupted time to practice reading and writing. This after school program will give them that practice at their level in a smaller group once a week. They will also have the time to really develop and perfect a few pieces of nonfiction writing, so many times ELLs are rushed to finish, this will give them time to work on their brochures at their own pace.

7. Assessment: The teacher will meet with the students in individual conferences about their progress on their brochures throughout the year. The teacher will connect assessment and instruction in writing the brochures, identifying progress and problems.

Activity Two: MAT Explorers (Grades 6-8)

Program start date is October 24, 2014 and the end date is June 19, 2015. All ESL students in grades 6th-8th will be asked to participate in the program to be served. There are 15 students in grades 6-8. The proposed instructional activity is exposure to culture, social sciences, and the city around them through exploration and building their experiential knowledge so they can become more active participants in our school community and in society overall.

Students will meet every other Friday from 2:45-4:45pm. There will be an estimated 15 classes and a total of 10 field trips. The language of instruction will be English. Getting to explore our city's museums and cultures is important for students. We would review different types of art work one week, debate artist's motivations another week, and discuss the history and mission statement of the museum the third week. Each session would include reading, writing, and critical analysis in partnerships, small groups and whole class. Students will learn about NYC through books/books on tape, magazines, and conduct research with technology. Finally, we would attend the museum on the fourth week. The whole field trip will be led by students to increase their agency, responsibility, and independence. For example, the Japanese Mangas are what will motivate students to want to go to the Japanese society to find out about artists and their work and to learn about the cultural history. Kids' magazines such as Ask, Click, National Geographic, New York Times UpFront, Sports Illustrated, Kids Scholastic News, Science World all help students with reading and writing up proposals for their fieldtrips. We will use computers for mapping out the route on the subway, ascertaining costs of entry to various museums/activities, and responding to each field trip upon returning. Books and magazines will be used for research and data collection. The field trips could be to:

- Ice-Skating

Part B: Direct Instruction Supplemental Program Information

- The Tenement Museum
- Sony Wonderlab
- Wonders of Times Square
- Bowling
- Victorian Gardens
- Madame Tussauds Wax Museum
- Central Park

There is a need for students, school-wide, to become more independent and autonomous. Without detailed directions given by the teacher, observations showed students' inability to be agents of their own learning. Another data source of rationale is the NYSESLAT scores and student need for building schema. Going on these various field trips will provide necessary prior knowledge for students when answering on the NYSESLAT (certain topics such as ice-skating and roller skating). Questions that pertain to genres, such as permission slips, require students to learn not only academics, but also assimilation into their second culture.

There are numerous benefits to this program. First, students will be exposed to a wide variety of culture. They will be able to talk, write, read and think about the world around them. There will be many shared learning opportunities as well as many opportunities to think on their own for themselves. Not only will this help students to build their confidence to speak in class, but they will also learn new ways of thinking and looking at the world that will help them throughout their lives as they mature into an adult. They will use these skills in interviews, presentations, and even on a daily basis in conversations with their peers—both academic language and social language will be promoted. The ELLs will use technology to share their pieces together and show processes of clarifying meaning for their intended audience. This will help them in the classroom by being able to run ideas by a small group of students. This can help them recognize that they have a voice and that their opinions matter. Too often in schools ELLs are pushed aside and behind for their reluctance to find their voice. Through covering a wide range of current social and cultural topics, we can better enable the students to take a more active role in their education. The skills they learn in this after school program will be a vital component to their growth as students and human beings.

The three main goals of this program are 1) exposure and exploration of this city 2) giving ELLs more confidence by sharpening their listening, speaking, reading and writing skills 3) integration of technology into learning. In order to attend the trips across the city, students will have to read a variety of mediums including but not limited to: newspapers, magazines, books, works of art, maps, reviews, websites, databases, excel worksheets, powerpoint presentations, picture collages with oral presentations and captions, documentaries of fieldtrips etc. All documents created and used will be scanned into the computer and projected for shared reading. And in return, they will gain more confidence because they will have a deeper understanding of the world and a stronger command over

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these genres.

This type of learning is an integral part of every class that the ELLs have. In school, students are constantly required to share their opinion and to show their thinking. This instructional activity encourages students to speak creatively and expressively, as well as fine tune their skills and practice their public speaking abilities and develop their understanding the world. They are also learning about their community and other communities that NYC has to offer. They are learning to use the subway, the city demographics, and how to navigate the urban world.

The MAT Explorers class is different from the core program in that it offers many opportunities to analyze, debate, think and rethink their ideas in a safe environment where there will be less fear to speak and many older models to learn from because of the combination of grades.

The targeted population for this activity will be all ELLs in grades 6-8. Parents will also be invited as guest speakers to be experts on various locations in the city, attend trips as chaperones, and to a celebratory dinner at the end of the year at which a presentation of the students' explorations will be coordinated through use of technology.

After every field trip we will have discussions led by group leaders about how the field trip was organized, the group process, give feedback, and then make changes that need to be made. Each student will independently assess themselves as well as learn to set goals and have decision making power when it comes to their learning. The students will be assessed formally by their teachers over the course of the program. Their progress in the classrooms will be monitored through reading and writing conferences. These records will be organized for easy perusal, so that student support can be quickly changed and met. Each student will also be assessed by their peers on a regular basis. These assessments will be through shares, feedback, and classroom responses. Two certified ESL teachers will be servicing this group weekly, through conducting the meetings and chaperoning fieldtrips.

Activity 3: Music Composition (Grades 3-5)

The target population for this music program is 40 3rd, 4th and 5th grade ELLs who have not scored at the proficient level on the written English portion of the NYSESLAT (according to data from 2014). There are 58 ELLs in grades 3-5. Teacher observations of student in-class performance will also be taken into account when selecting children to participate in this program. The language of instruction will be English, though bi-literate students may scaffold for other ELL's using the native language. The group will meet for a total of 25 sessions throughout the year; sessions will commence January 1, 2015, and run through June 19st, 2015. Meeting time will be Thursdays, from 2:45 to 4:30 p.m., and there will be 3-4 Performances throughout the year.

This music instructional program is intended to strengthen the children's capacity for communication in all modes; written, verbal and artistic. Working alongside two teachers, the children will be led in utilizing creative writing and lyrical strategies and techniques toward the aim of gaining tools for greater self-expression. All students participate in each aspect of the program. The group nature of the performance teaches students to depend on and support one another.

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Students will choose concepts and ideas that they would like to create lyrics and sing about. The students discuss these ideas in small groups and write about them in personal journals. As a whole class, students' ideas are then charted, and lyrics are written based off of those ideas. Each session will be spent practicing the songs through games, daily routines, and repetition drills. Children will also choose dance moves to accompany the songs as well as write skits that precede the performance of the songs. In this way, students work in a group to produce writing as well as song, improving in all modalities of English in a fun and authentic way. There will be three performances throughout the school year, at which parents, students, and community-based organizations will have the opportunity to see and enjoy the hard work of the students.

Music Composition will aid students in language acquisition by using different learning modalities. The students will be learning lyrics to several songs that they write. This will offer the opportunity to practice the English language musically. Students will also dance and perform according to the lyrics, allowing children to experience language kinesthetically. They will also be reading the lyrics throughout practice, which allows them to experience the language visually at the same time.

Vocabulary acquisition will be supported through individual student song notebooks. Prior to the full class writing of lyrics, students will have the opportunity to write and express ideas concerning the concept, as well as share ideas in small, heterogeneous groups. This will allow the ELLs the opportunity to build background knowledge and to gain key vocabulary prior to practicing the songs. The repetitious nature of practicing songs and skits is extremely valuable to language acquisition.

In addition, the children have the opportunity to practice language in an authentic and social setting. Academic language is supported, as well as social language. Children constantly interact with one another through the writing of songs, playing of games, and daily share performances. The Music Composition program encourages and grows self-confidence among its participants. Performances throughout the year bolster student self-confidence through allowing parents, students, and teachers to celebrate the work of the group.

One 5th grade teacher and one 3rd grade teacher will conduct this program weekly throughout the school year.

Activity 4: Chess and Literacy (Grades 2-7)

While analyzing a school-wide survey of student extra-curricular interests, we noticed that a number of our ELLs were highly interested in improving their chess skills and competing in competitive chess tournaments. We looked at the NYSESLAT and ELA assessment data for the ELLs who expressed an interest in chess and found that many of them had still not reached full proficiency on the NYSESLAT Reading and Writing subtests and most had yet to meet NYS standards in English Language Arts. Research shows that children are more likely to be successful readers and writers when the subject matter is of great personal interest and the students are intrinsically motivated to learn new information and acquire new skills (see Brown, H. D., 1994: Principles of Language Learning and Teaching and Krashen, S., 1981: Second Language Acquisition and Second Language Learning). We believe that for this

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particular group of ELLs, their high level of interest in chess and their intrinsic motivation to be successful chess players will enable them to participate in chess-themed literacy projects with the level of academic rigor that is required by NYS ESL and ELA Standards.

We propose an after-school, literacy-based chess program for a group of 111 ELLs in grades 2-7. The program will meet on Friday afternoons from 2:45-4:45pm for a total of 20 sessions, beginning on October 2, 2014. We will also be participating in three tournaments. All instruction will be provided in English by a chess master from the Chess in the Schools program along with a first grade teacher. The students' native languages will be used as needed in order to scaffold instruction and facilitate learning.

The teacher will guide the students through a project-based inquiry into chess terminology, chess history, famous chess masters, and classic strategies, using web-based resources such as www.chessguru.net and www.chesskids.com. Participating students will keep a journal to record a self-assessment of their own play after each game, will present a research report on a chess master whom they admire, and end the year with a Power-Point presentation which will display the knowledge that they've acquired and give each child a chance to express themselves and share their experiences before an audience of parents and peers. The teacher will differentiate instruction to ensure that children at all grade levels and proficiency levels will be working at an appropriate level of academic rigor. We believe that the mixed-age and mixed-level nature of the group will enable the younger children to benefit from the support of older, more experienced peers, while the older students will benefit from the experience of serving as mentor-figures and tutors to their younger friends and teammates. We expect that this interaction across grade levels will result in improved communication skills and increased language proficiency for all students involved.

Activity 5: ELLs Running Club (Grades 4-8)

The P.S.126/MAT Young Runners program is an after school program that takes place on Wednesdays and Fridays and lasts for one hour. Competitive races take place on weekends in all four boroughs. The program is run by Matthew Chaston, a fully licensed ESL teacher from the school. Assistant teachers and parents often accompany the team on trips and meets.

The program uses the local running paths (under the FDR, the Brooklyn Bridge) and our in-house facilities such as the gymnasium and treadmills. The program offers ELLs an opportunity to excel in a non academic arena whilst communicating and exploring with peers and teachers outside of the immediate school environment. The program also covers matters of health including eating habits, strength and endurance. Participating ELLs also learn hands-on how to measure and time themselves and their teammates. The program fosters a supportive team atmosphere. All participants are encouraged to wear school running shirts (students unable to purchase the shirts are subsidized.)

Part C: Professional Development

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:

2 certified ESL teachers will attend the 15th Annual Language Series Exploring Academic Language and Literacy Development: Connections to the Common Core. The teachers will then turnkey what they have learned and present it to small groups of classroom teachers during our school's weekly "study group" time (formerly Extended Day.)

Friday, November 7, 4pm - 8pm & Saturday, November 8, 8am - 4pm.

The keynote speaker is Celia Genishi. She will illustrate the need for talk, for many opportunities to use oral language at all ages because it is the key ingredient of foundations for literacy and academic language development. A curriculum full of social and academic language, across multiple content areas, can guide the school learning of all students, including bilingual or multilingual learners as well as language strugglers. Saturday workshops include:

- Integrating Content/Expanding Language: Young Children Wonder, Learn, and Talk About Their World
- Speaking from the Heart: Attachment, Language and Emotional Integration in Young Learners
- Bilingual development or learning disability?
- Etymology + Animation = Etymation...Word study via animated cartoons
- Whole Novels & Whole Stories: An Experiential Approach to Reading, Response & Analysis.

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

Begin description here:

Activity One: Mini-Explorers

The parents will be informed of the program by translated letter. Interested parents will accompany us

Part D: Parental Engagement Activities

to various fieldtrips. The students will interview their parents at home in their first language (or English) to find out about interesting places in the city to visit. Parents will be asked by translated letter to attend a class after the fieldtrips so they can celebrate and see the trips with their children. Parents will also be invited (by translated letter) to attend the field trips not only as chaperones, but so they can discuss the history and places explored with their children afterwards. Parents will be invited by translated letter to 10 of the 25 classes to help their children with their pamphlets and brochures about the places we visit. The ESL teacher will be present at all classes and trips while the parents are assisting their children.

Activity Two: MAT Explorers

Clearly, parent involvement is key to student motivation and progress in learning English. We intend to incorporate parents into our Explorers program to allow parents more access points to the school culture and the lives of their students at school. The parents will be invited to attend our planning sessions (two to three times per month from November to June) for our fieldtrips to be experts on various locations in the city. They will give students advice on planning trips and will work in collaboration with students to plan for our fieldtrips. Additionally, parents will be invited to attend fieldtrips with students and teachers as chaperones. The ESL teachers will be working with parents and students during these planning sessions. Parents will be notified of these activities via the Title III letters sent home, as well as through invitations throughout the year. As students decide which trips to plan for, we will send home letters to parents to invite them to be experts at our planning sessions and chaperones on our fieldtrips. Also, parents will be invited to the end-of-the-year celebration in June where students will present PowerPoint presentations on the various trips we conducted throughout the year.

Rationale: Having the parents help with coming up with ideas for trips, going on trips, and creating brochures afterwards will make them more involved in their children's academic success at school. The parents will be needed to help with many of the activities during the year and will therefore have more of a personal connection with the outcome of the final presentation and success of the program as a whole.

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)	_____	_____

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.
<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. 	_____	_____
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	_____	_____