

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001): 28Q121
School Name: PS121Q
Principal: EVELYN VADI

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 28Q121
School Type: Elementary Grades Served: PreK-5
School Address: 126-10 109th Avenue South Ozone Park, NY 11420
Phone Number: 718-738-5126 Fax: 718-843-5584
School Contact Person: Christina Zovich Email Address: czovich@schools.nyc.gov
Principal: Evelyn Vadi
UFT Chapter Leader: Frank Soriente
Parents' Association President: Danielle Hawkins
SLT Chairperson: Kevin Reiser
Student Representative(s): _____

District Information

District: 28 Superintendent: Mabel Muniz-Sarduy
Superintendent's Office Address: District 28 90-27 Sutphin Blvd. Room 242 Jamaica, NY 1435
Superintendent's Email Address: msarduy@schools.nyc.gov
Phone Number: 718-557-2618 Fax: 718-557-2623

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 209 Network Leader: Marlene Wilks

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Evelyn Vadi	*Principal or Designee	
Frank Soriente	*UFT Chapter Leader or Designee	
Danielle Hawkins	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ana Ayala	Member/ Teacher	
Kevin Reiser	Chairperson/ Teacher	
Keonda Mays	Member/ Teacher	
Omawattie Haimehand	Member/ Parent	
Rekha Sookoo	Member/ Parent	
Audra Sankar	Member/ Parent	
Jamera Massop	Member/ Parent	
Stesha Lewis	Member/ Teacher	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S.121Q is a Title 1 Pre-K through grade 5 school located in South Ozone Park, Queens. Our school has a total population of 889 students coming from diverse backgrounds. The demographics of our school are 36% Asian Pacific, 19% Black, 12% Hispanic, 1% White, and 32% other. Many of the students in our school receive free lunch making up 77% percent of the school population. We have a 3% population of English Language Learners and 12% of our student population has Individual Education Plans (IEP's) and receive special education services.

The school promotes academic success for all learners as evidenced in our school's mission statement. The mission statement of our building states, "Public School 121 believes that all students can meet high standards of excellence, as well as develop social and creative activities and skills through a cooperative effort of the teachers, administrators, parents, and community." As a school community, we draw upon the talents and gifts of all our students in order to create an inclusive environment where all students feel safe to succeed. This directly supports student achievement. Our building has also developed an instructional focus that promotes high levels of academic achievement. The instructional focus states, "We will foster student independence by creating opportunities for students to problem solve and think critically. This will be evident in the quality of questions and discussions, and high quality written products." Teachers, students, and parents all play an important role in meeting the expectations of this focus. Through a collaborative effort, students will make academic strides in all areas.

School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. Developing strong family-community ties is an important element of our school community. We pride ourselves on maintaining frequent communication and a culture of trust and positive attitudes among students, staff, parents, and the community. Our school has partnerships with businesses such as Swim for Life, Richmond Tours, and Cornell University. These organizations provide opportunities for our students and parents to engage in meaningful programs. Well-developed relationships have also been established with local legislative members. We have a brand new state of the art Science Lab courtesy of the Borough President that allows students to explore and research science concepts. Additionally, we have a brand new computer lab courtesy of Councilman Ruben Wills, which provides students with the opportunity to access educational websites that we have purchased to improve student achievement. This year we are also working on establishing a relationship with the District Attorney's office. The District Attorney's office will be sending representatives to engage our fifth grades in mock trials.

The strengths of our school include rigorous instruction and curriculum, collaborative teachers, supportive administrators, and strong parent involvement, always keeping the students as our first priority. Our school's biggest accomplishment during the previous school year was showing a 15% increase on our mathematics performance on the 2014 New York State Mathematics Exam. This is the area that we made the most growth and improvements school-wide. The *Go Math* program that our school has adapted has allowed our students to make significant strides in mathematics. This program provides students with opportunities to attempt and apply multiple strategies to solve problems. In using this program, students are given various tools to develop mathematics fluencies. Mathematics fluencies are developed grade-wide to ensure that students master certain skills before entering the next grade.

Our school's biggest challenge is to improve our students' English Language Arts (ELA) performance. This is an area of focus for this school year. We aim to focus on rigorous ELA instruction in order to move students towards higher levels of achievement this year. We have newly adapted two reading programs, *Wonders* and *Reading Streets*, which are integrated reading programs that support the development of a strong reading

foundation, provide access to complex text, and connect reading and writing. These programs are in alignment with the current instructional shifts. They aim to build content knowledge through the reading of fiction and nonfiction text, produce high quality text-based written products, and build academic vocabulary through the reading of grade-level text. Our goal in adapting these programs is to see improvements in our students reading scores at the end of this school year.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths: The 2013-2014 school year was a year of change in our school. Teachers worked collaboratively with the administration to navigate new instructional resources and align the resources to Common Core Learning Standards. Despite the challenges faced, the teachers and administrators kept a positive attitude that fueled the implementation of rigorous instruction. The majority of our work focused on:

1. Designing daily instruction that aligned to the Common Core Learning Standards (CCLS) and also leading to improving students’ ability to think critically. Designing daily instruction that is aligned to the CCLS encouraged teachers to accept and support the beliefs that students learn best through questioning and discussion. Teachers developed and implemented lessons that supported these beliefs.
2. Providing opportunities through direct feedback for students’ reflection on their growth in content knowledge and how their learning processes help or hinder their progress.

The key data points:

- **Elementary School Quality Snapshot:** Ninety percent of teachers agree that leaders of this school place a high priority on the quality of teaching. (NYC School Survey)

Needs: Our instructional priority for the 2014-2015 school year is to deepen our students’ analytical thinking about texts. Our current performance data reveals that our students still struggle with analyzing texts in order to make logical inferences about what the text says implicitly and explicitly. As a result we continue to see 62% of our students performing below proficiency in this particular standard.

The Key Data Points:

- **New York State Assessment Performance Data:** Sixty-two percent of all students at the school are performing at Levels 1 and 2. An analysis of school wide data revealed that our students showed no growth in English Language Arts (ELA) performance from the previous year.
- **ELA Baseline:** Sixty-four percent of our students in grades 3-5 are meeting the Reading Standards for Literature 1(RL.1) and Reading Standards for Information 1 (RI.1).
- **ELA State Exams Performance:** On the ELA exam for the 2013-2014 school year, 56% of our students met the RL.1 standard while 71% of our students met the RI.1 standard.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in

Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, as a result of teacher teams engaging in cycles of data inquiry, planning, and teaching, students are engaged in close reading of text to improve their ability to analyze texts, make logical inferences, and produce supporting evidence, resulting in a 5% increase in student performance on unit assessments that measure the Common Core Learning Standards (RL.1, RL.3, RI.1).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Action/Strategy: Implementation of Rigorous Reading Programs for K-5</p> <p>We have acquired and are implementing Wonders (K-2) and Reading Street (3-5) which are integrated reading programs that support the development of a strong reading foundation; provide access to complex text; and connect reading and writing. One hundred thirty-five minutes of English Language Arts instruction is allocated for each day:</p> <ul style="list-style-type: none"> • Teachers engage students in close reads in order for students to answer higher level questions based on the text and participate in “rich and rigorous” evidence based discussions about the text. • The quality of instruction at the school requires all students to construct meaning for themselves, and apply what they learn in more than one context. Students are taught how to unpack concepts through model pieces and through teacher modeling. Research based strategies to develop students’ vocabulary such as Mind Maps are implemented in the classrooms. • Students learn to ask interesting questions, develop their own ideas, and think critically about the content. Students are learning to question and challenge each other in a respectful way. Students are engaging in discussions with their peers and teachers. Every lesson has a minimum of three cognitively challenging, higher order questions. The end goal is for the students to adapt what they have learned and how they have learned in order to think and solve real world problems in multiple contexts. • Both programs provide extra supports for all students, which 	<p>Teachers</p>	<p>September-June</p>	<ul style="list-style-type: none"> • School Leaders • Professional Development Team • Teachers

<p>is especially important for English Language Learners (ELL) and Students with Disabilities(SWD), through a variety of adaptive resources such as: concept readers, leveled readers, E-Texts, bold visual representations, and stories which engage children. Vocabulary is front-loaded and includes visuals to meet the needs of all learners.</p>			
<p>Action/Strategy: Building Teaching Content Knowledge</p> <ul style="list-style-type: none"> Teachers engage in weekly professional development that focus on unpacking the Common Core Reading Standards for Literature and Informational Texts. Teachers analyze the state released questions provided through ENGAGE NY, in order to gain insight into the level of complexity of the kinds of questions/prompts with which students need to be familiar in order to be successful in their rendition and response to ideas. Teachers develop questions and tasks aligned to each of the priority standards. Teachers collaborate on and implement research-based strategies that support all students including ELLs and SWDs to master each standard. Teachers who demonstrate highly effective practices are selected to share best practices. These highly effective teachers collaborate with each other and model for other teachers during Lunch and Learns, grade conferences and other professional learning sessions. This practice demonstrates a high level of trust amongst colleagues. Administrators conduct cycles of observation, learning walks or instructional rounds in order to provide targeted feedback to improve or enhance teaching practice. 	<p>Teachers</p>	<p>September-June</p>	<ul style="list-style-type: none"> School Leaders Professional Development Team Teachers
<p>Action/Strategy: Lesson planning and Implementation Cycles in Collaborative Teacher Teams.</p> <ul style="list-style-type: none"> Teachers make use of the Backward Design Model during planning. Unit and lesson plans are developed based on long term and daily learning targets. Performance tasks and performance-based assessment tasks are developed for respective formative and summative assessments. During the implementation of the lessons developed for the unit, grade level teacher teams meet to analyze on-going student work and plan for adjustments. At the end of the unit, a common grade level assessment is done either in the form of performance-based tasks or a combination of multiple choice, short answer, and extended responses. The final data are collected, reviewed at grade level meetings, then summarized and shared with members of the administration. In addition, the final data are shared with support staff as students are identified for individual or small group support. 	<p>Teachers</p>	<p>September-June</p>	<ul style="list-style-type: none"> School Leaders Professional Development Team Teachers
<p>Action/Strategy: Data Analysis and Adjustment to Professional Development Cycle Activities</p> <ul style="list-style-type: none"> All teaching and learning activities follow the “Data, Move, 	<p>Teachers</p>	<p>September-June</p>	<ul style="list-style-type: none"> School Leaders Professional Development

<p>Impact” cycle. On-going data are gathered from student work products, benchmark assessments, and informal assessments.</p> <ul style="list-style-type: none"> Teacher teams analyze data in order to pinpoint students’ successes and/or deficiencies. Data are used to plan future instruction to meet the needs of individual students. Teachers use this information to make informed decisions regarding adjustments necessary to provide student with appropriate supports, such as scaffolding instruction, small group instruction (within the classroom, Response to Intervention, and Academic Intervention Services), and individual instruction. If necessary, program modifications are made. Based on formal and informal teacher observations, professional development activities are adjusted in order to inform teachers of the need to adjust instruction to meet the needs of their individual learners. The professional activities include inter-visitations and one-on-one conversations with a mentor, coach, assistant principal and principal. 			<p>Team</p> <ul style="list-style-type: none"> Teachers
<p>Action/Strategies: Strategies to Increase Parent Involvement and Engagement</p> <ul style="list-style-type: none"> Parents were invited to Curriculum Night in the beginning of the year to inform them of the current curriculum and provide them with information and resources on ways to help their child(ren) meet the needs of the rigorous curriculum and CCLS. This laid the groundwork to establish a relationship built on trust between the teachers and parents. Parents received materials such as the Achieve NYC booklet and Tootelage Math E-Mats. Achieve NYC educates parents about supports and services, CCLS, and ways parents can support their child(ren) at home and in school. The Math E-Mats explain grade level vocabulary terms and an overview of the Math CCLS. 	<p>Teachers</p>	<p>Sept - June</p>	<ul style="list-style-type: none"> School Leaders Teachers Parents

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human: Administrators, Teachers, Parents

Instructional Resources: Curriculum materials, Data/Information Base, technology (for instruction, communication and data)

Time: Schedule of school level professional development, common preps, observation and inter-visitation schedule, parent outreach schedule.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

September-Mid January

Indicators of Progress

- By January 31, 2015 two units of study will be evaluated using the EQuIP and Tri-State Rubrics. These criterion-based rubrics evaluate the quality of the lessons to ensure they address the Common Core Learning Standards in ELA/Literacy.
- Teachers have shown improvement in using the newly adapted reading programs and the standards to have discussion, create question, activities, and assessments that address the target standards, by January 31, 2015.
- Patterns and trends in student work are used to identify areas of students’ progress and/or struggle, in order to make adjustments in instruction and assessment, by January 31, 2015.
- By December 1, 2014 parents have had the opportunity for at least one formal face-to-face discussion (parent teacher conference) and other opportunities to schedule multiple in-person meetings with teachers on Tuesdays, to discuss their child(ren)’s progress and performance.

Part 6b. Complete in **February 2015.**

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|------------------------------------------------------------------------------------------------------------------|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths: During the 2013-2014 school year, we focused on the talents and gifts of all our students in order to create an inclusive environment where all students felt confident to take risks. This inclusive environment directly supports student achievement. Teachers looked closely at their individual students’ strengths and weaknesses and created personalized small group instruction. The majority of our work focused on:

1. Checklists and rubrics were used on a daily basis to help students monitor their own learning and meet the CCLS standards.
2. Ensuring that students take ownership for their academic and personal behaviors. The teachers are conscious of the importance of making students aware of the expectations and purpose of learning. When students take ownership for their learning they are able to experience academic success. This ownership is reflected in the quality of work and the development of persistence and perseverance.
3. Teachers planned lessons designed to reach all learners in their classrooms and provided appropriate supports.

The key data points:

- **Closing the Achievement Gap:** A total of 44.4% of Integrated Co-Teaching (ICT) students performed at levels 3 and 4 on the New York State Math Exam. **(School Quality Guide)**
- **Closing the Achievement Gap:** The percent of ELLs in the 75th growth percentile or higher increased from 25% to 50% (ELA) and 56.3% to 66.7% (Math).
- **New York City School Survey 2013-2014:** Ninety-six percent of parents were satisfied or very satisfied with the education their children received during the 2013-2014 school year.

Needs: Our focus for the 2014-2015 school year is to continue to establish a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. Through the establishment of students taking ownership, there will be an improvement in ELA performance.

The key data points:

- **Closing the Achievement Gap:** English Language Arts performance level dropped 0.3%
- **ELA Baseline:** Sixty-four percent of our students in grades 3-5 are meeting the standards.
- **ELA State Exam Performance:** On the ELA exam for the 2013-2014 school year, 56% of our students met the RL.1 standard. Seventy-one percent of our students met the RI.1 standard.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a marked improvement in students' display of ownership of their learning, resulting in a 5% increase in student performance, as evidenced by the improved quality of work products, self-evaluation/assessment, and attainment of personal academic short term and long term goals.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Action/Strategy: Building Teacher Knowledge About Individual Student Strengths and Weaknesses:</p> <ul style="list-style-type: none"> • Teacher teams analyze data in order to pinpoint student strengths and deficiencies. • Teachers use formative assessments such as built in daily classroom checks, mid-lesson interruptions, quick checks, cold calling of students and exit slips to assess student knowledge and guide future instruction. • Professional learning opportunities are centered around the research and implementation of effective Visible Thinking strategies, such as, Tug of War and Four Corners (Harvard Research Visible Thinking Strategies) • Teachers apply and evaluate intervention strategies garnered from research to close the achievement gap of students in the lowest quartile of the class. 	<ul style="list-style-type: none"> • Teachers • Students 	<p>September-June</p>	<ul style="list-style-type: none"> • Data Specialist • Teachers • Administrators
<p>Action/Strategy: Developing a School Culture that Fosters Student Ownership of Academic and Personal Behaviors.</p>	<ul style="list-style-type: none"> • Teachers • Students 	<p>September-June</p>	<ul style="list-style-type: none"> • Teachers • Administrators

<ul style="list-style-type: none"> • Students take ownership of their own learning and help peers by providing feedback. In addition students are assigned the role of “wingman” to provide expert support on a given strategy or skill. This establishes a common culture of trust amongst students. • In accordance with the Danielson Framework for Teaching, students are invited to assess their own work and make improvements using a self- monitoring checklist and/or rubric. Students help establish the evaluation criteria by working with the teacher to annotate model pieces. • Student groups are provided with self- monitoring tools to engage in a task independent of the teacher. These tools include: assigned roles, colored cups to self- monitor progress, discussion prompts, and task cards. 			
<p>Action/Strategy: Implementation of Classroom Routines that Promote Student Ownership of Their Learning:</p> <ul style="list-style-type: none"> • Teachers incorporate the use of student checklists that allow students to monitor their own learning. • Students are provided with rubrics before and after completing tasks to ensure that they are striving to achieve high quality academic products. • Mind Maps are used by students to identify and visually represent their views and knowledge, but also to recognize and depict relationships among concepts. • Depth of Knowledge and the HESS Cognitive Rigor Matrix are utilized to formulate questions that require higher order thinking. Questions are used to help students self- monitor their understandings. • Discussions take place during instruction in all subject areas. Within groups, students are given roles to ensure that all students take part in the learning process. 	<ul style="list-style-type: none"> • Teachers • Students 	<p>September- June</p>	<ul style="list-style-type: none"> • Teachers • Administrators

<p>Action/Strategy: Implementation of Effective Instruction for Special Populations (English Language Learners(ELL), Students with Disabilities and High Achieving Students):</p> <ul style="list-style-type: none"> • Instruction is centered around the students reading grade appropriate texts. Grade level texts may prove challenging for some, but teachers provide appropriate supports. In doing so, students feel safe to take intellectual risks in their classrooms. • Special education providers and the ELL teacher push into classrooms to provide small group supports. • Teachers design activities that challenge high achieving students to reach new levels of academic success. • Teacher teams plan for scaffolds based on the individual needs of the students. Scaffolds may include charts and diagrams, differentiated tasks, bold prints, visuals, auditory texts, and use of technology such as myON, DreamBox, Flowcabulary, Brainpop, Think Central, and Starfall. 	<ul style="list-style-type: none"> • Teachers • Students 	<p>September-June</p>	<ul style="list-style-type: none"> • Teachers
<p>Action/Strategy: Strategies to Increase Parent Involvement and Engagement:</p> <ul style="list-style-type: none"> • Parents are invited to attend Curriculum Night to inform them about what their children will be learning throughout the year. • Through a collaborative effort of the parent coordinator, guidance counselor, teachers, ESL teacher, and special education teachers, parents are offered informative workshops to educate them on the curriculum and ways they can help their child(ren) at home. • Two formal parent teacher conferences, which will be led by the student, are held throughout the year. • Parent informational packets are distributed to each grade at parent teacher conferences setting clear expectations. • Trust is established through on-going dialogue and open communication between 	<p>Parents</p>	<p>September-June</p>	<ul style="list-style-type: none"> • Administrators • Teachers • Parent Coordinator • Parents • Students

parents and teachers.			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human: Administrators, Teachers, Parents

Instructional Resources: Curriculum materials, technology (for instruction, communication and data), rubrics, checklist, Aims Web, DOK, Hess Cognitive Rigor Matrix

Time: Schedule of school level professional development, schedule of weekly teacher meetings with data specialist, common planning time allocated for teacher collaboration.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Benchmark: September – Mid- January

Indicators of Progress

- Teacher records of student self- monitoring tools, such as student checklists, glows and grows, and revised student work.
- By December 1, 2014, students will have had at least one student led conference with their teacher and parents regarding self- identified strengths and weaknesses.
- By January 15, 2015, Aims Web progress monitoring data will be used to drive future instruction.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths: Teacher collaboration was evident during the 2013-2014 school year. Teachers were committed to the success and improvement of students at the individual classroom level and school wide. They had opportunities to plan collaboratively within a culture of respect. Teachers planned CCLS units of study during their common preps.

4. Teachers examined and tracked theirs’ and students’ success through the analysis of student work products.
5. Teachers worked collaboratively to assess and make changes to units of study using the EQuIP and Tri/State Rubrics.

Key Data Points:

- **Elementary School Quality Snapshot:** Our school was rated as excellent in how well teachers work with each other. (Quality Review)
- **NYC School Survey 2013-2014:** Ninety-six percent of teachers in our building strongly agree or agree that teachers in our school work together on teams to improve their instructional practice.
- **NYC School Survey 2013-2014:** Ninety percent of teachers in our building strongly agree or agree that professional development experiences included opportunities to work productively with colleagues in our school.

Needs: Our professional priority for the 2014-2015 school year is to provide teachers with professional development that allows them to examine units and increase the quality of instruction across classrooms. Teachers are given common time to look closely at student work and to develop and/or adjust units of study and lesson plans. Professional development for improving the quality of units and lesson plans will be provided at both the individual and large group level.

Key Data Points:

- According to current Measures of Teacher Practices, 65% of teachers are rated effective in the Planning and Preparation component of the Danielson Framework for Teaching.
- According to current Measures of Teacher Practices, 71% of teachers are rated effective in the Instruction component of the Danielson Framework for Teaching.
- According to the Elementary School Quality Snapshot, 36% of students met State standards on the New York State English Language Arts assessment.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teacher teams will leverage their common planning time to analyze student work; research and discuss instructional strategies that will aid in their development and adjustment of unit and lesson plans, resulting in the increase of effective teaching practices and improved student performance as measured by a 5% increase in beginning of year versus end of year common assessment data.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Action/Strategy: Support for Teachers Through Professional Development:</p> <ul style="list-style-type: none"> • Over the summer, a Professional Learning Team composed of teachers from various grade levels and specialty areas as well as administrators was created. The team identified the need for professional training for the new reading program. The team felt that in order for teachers to effectively utilize all of the program components and create CCLS aligned lessons and unit plans, teachers required further support. The team arranged for a professional development session with a representative from Pearson. The training was held in November. • In October, the team created a survey for the staff to gather information about the type of professional development they felt would be most beneficial. • Professional learning is differentiated when necessary based on individual teacher needs. • Through focused and ongoing professional development, teachers are engaged in meaningful cycles of inquiry to help support their development and increase the quality of instruction across classrooms. • Team leaders volunteered and conducted workshops during the time allocated for professional learning on Mondays. • Teachers who are rated highly effective are given the option of opening their classrooms for inter-visitations. After routine walkthroughs and informal/formal observations, teachers are strategically matched with highly effective teachers 	<p>Teachers</p>	<p>September-June</p>	<ul style="list-style-type: none"> • Teachers • Administrators • Data Specialist

<p>who demonstrate an expertise in a particular area. All inter-visitations are scheduled to take place during the school day. Visiting teachers are given a focus and are asked to take copious notes about what they observe. Those teachers then meet with the administrative team to reflect on how the lesson went and which strategies can be implemented in their own classrooms. The expected result is that the school develops a culture where teachers feel comfortable learning from one another and engaging in reflective practices.</p>			
<p>Action/Strategy: Allocation of Common Time for Teacher Planning:</p> <ul style="list-style-type: none"> • Teachers have been provided with a common prep to allow for common planning time. Common planning time allows teachers to work together and establish a community based on trust. • Teachers have been provided time to meet laterally to discuss the current units of study and to ensure coherence across the grades. • Teachers volunteer their time during common lunch periods to conduct lunch and learns in order to turnkey information and share best practices with their colleagues. • Several teachers have been selected for math and literacy cohorts. These teachers are provided with opportunities to take part in professional development provided by our Network (CFN209) and the Department of Education. • Newly hired teachers have the opportunity to meet with mentor teachers on a weekly basis. 	<p>Teachers</p>	<p>September-June</p>	<ul style="list-style-type: none"> • Teachers • Administrators • Data Specialist
<p>Action/Strategy: Analysis of Student Work for Improvement and Enhancement:</p> <ul style="list-style-type: none"> • Data Driven Classroom is a program used by the school to allow teachers to pinpoint students' strengths and deficiencies with respect to the grade level learning standards. • Teachers use identified strengths and weaknesses to plan for future individual or whole group instruction. • Teachers use flexible grouping in order to customize lessons to ensure that every student, including Students with Disabilities and English Language Learners, are provided with the appropriate supports needed to meet their individual needs. 	<p>Teachers</p>	<p>September-June</p>	<ul style="list-style-type: none"> • Teachers • Administrators • Data Specialist
<p>Action/Strategy: Strategies to Increase Parent Involvement and Engagement:</p> <ul style="list-style-type: none"> • Parents are invited to attend student-led parent teacher conferences twice a year. This allows 			

<p>students the opportunity to share their personal academic strengths and needs. Teachers are able to discuss strategies the parents can use to assist their child(ren) at home.</p> <ul style="list-style-type: none"> Parents are invited to schedule face-to-face or telephone conferences with teachers on Tuesday afternoons. Parents can share their concerns regarding their child(ren) at this time. Teachers can present data which pinpoints the academic strengths and deficiencies of each student. Teachers and parents can work together to help meet the individual needs of their child(ren). This open door policy establishes a feeling of trust between parents and teachers by making it comfortable for parents to reach out to their child(ren)'s teacher. 			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human resources: School leaders, teachers, data specialist

Instructional resources: computers, Data Driven Classroom, curriculum materials, and student work

Time: Schedule of school level professional development, schedule of teacher meetings, observation and inter-visitation schedule, lunch and learn schedule

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Benchmark: September-Mid January

Indicators of Progress:

- Teacher teams have identified patterns and trends in student work to identify areas of student progress and struggle and have made adjustments to instruction and assessment.
- The administrative team engages in focused walkthroughs and informal/formal observations to observe the

implementation of research based strategies and skills that were shared during professional learning opportunities.

- Use of benchmark assessments to analyze student progress comparing initial performance to current on going performance.

Part 6b. Complete in February 2015.

- Did the school meet the mid-point benchmark(s) in the timeframe specified?

Yes

No

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths: The 2013-2014 school year focused heavily on the use of data. We analyzed student performance on benchmark assessments in English Language Arts and Mathematics to determine student strengths and weaknesses.

1. Teacher teams evaluated the 2013 New York State English Language Arts and Mathematics Exams and formative benchmark assessment item analyses to identify target standards to focus instruction.
2. Teacher teams annotated end of unit performance tasks to assess student progress toward mastery of standards.

The key data points:

- **School Quality Guide:** PS 121 received a rating of well-developed in the area of aligning assessments to curricula, use of on-going assessment and grading practices, and analyzing information on student learning outcomes to adjust instructional decisions at the team and classroom level.

Needs: Our priority for the 2014-2015 school year is to collect and analyze data from various sources on a more frequent basis. The previous system for analyzing benchmark data did not allow teachers to address student strengths and weaknesses immediately.

The Key Data Points:

- **New York State Assessment Performance Data:** Sixty-two percent of all students at the school are performing at Levels 1 and 2. An analysis of school wide data revealed that our students showed minimal growth in ELA from the previous year.
- **New York State ELA and Mathematics Item Skills Analysis:** The percentage correct was below 50% on these standards (RL1, RL3, RI.2) across each grade.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school leaders and the Professional Learning Team will develop, share and implement a system for monitoring student progress towards mastery of standards as measured by the frequency in program adjustments; unit, tasks and lesson adjustments; and the direct impact on student performance as evidenced in upward movement in reading levels and at least a 90% accuracy rate of concept mastery and task completion.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Action/Strategy: Administrators and Teachers Analyze Unit Assessments on an On-Going Basis. <ul style="list-style-type: none"> • The school utilizes Data Driven Classroom (DDC), a system which allows for the creation of unit assessments; provide links to the Common Core Learning Standards, and enable the analysis of resulting data. • The data obtained from this system are used to monitor student progress towards mastery of standards. 	Teachers	September-June	<ul style="list-style-type: none"> • Teachers • Data Specialist
Action/Strategy: Teachers use Data from Data Driven Classroom to Inform Instruction and Adjust Units of Study. <ul style="list-style-type: none"> • Target standards have been identified in each unit of study in both English Language Arts and Mathematics. DDC is used to cross check which target standards students have mastered and which ones they still need additional support to master. • This data analysis system monitors student progress, allowing teachers to make adjustments to their instruction to ensure students are reaching their learning targets. • After analyzing unit assessments, small groups are created and instruction is focused on providing additional supports to aid in the mastery of deficient standards. Students struggling with a particular standard are grouped together. All students, including SWDs and ELLs, benefit from specific instruction targeted to meet individual needs. These small groups help to establish a relationship in which students trust that their teachers will meet their individual academic needs. Teachers incorporate strategies such as: front-loading vocabulary, close reads, chunking sections of the text, and using text based evidence in order to support responses. 	Teachers	September-June	<ul style="list-style-type: none"> • Teachers • Data Specialist
Action/Strategy: Strategies to Increase Parent Involvement and Engagement: <ul style="list-style-type: none"> • The use of DDC provides parents with up-to-date data regarding the progress of their child(ren) in meeting the CCLS. Teachers are able to analyze student progress and share that information with parents. This up-to-date data opens up the lines of communication between parents and 	Teachers	September-June	<ul style="list-style-type: none"> • Teachers • Data Specialist • Parents

teachers and helps to establish a relationship built on trust. Parents can use materials and resources provided by teachers to work with their child(ren) at home, such as Math E-Mats, Dreambox, and Engage NY.			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human: Administrators, teachers, and data specialist

Instructional Resources: Data Driven Classroom, Common Core Learning Standards

Time: Schedule of Unit Assessments, Schedule of Professional Learning, Schedule of Data Analysis

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Benchmark: September- Mid January

Indicators of Progress

- By December 23, 2014, several unit exams will have been scanned into Data Driven Classroom.
- By December 23, 2014, results from several unit exams will have been analyzed and student strengths and weaknesses identified.
- By January 15, 2015, units will have been closely analyzed and adjusted to meet the needs of students’ who displayed a lack of mastery.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths: At P.S. 121, we pride ourselves on maintaining frequent communication, a culture of trust and positive attitudes among students, staff, and parents. Teachers made many attempts to communicate with parents regarding the progress of their children. Parents were invited to attend several events throughout the year that allowed them to be involved in their children’s learning.

The majority of our work focused on:

1. Designing parent workshops that provide parents with the knowledge and tools to help their children succeed in school.
2. Our Parent Teacher Association boasts a strong and united group of parents, teachers, and staff working together to give our students the best educational experience possible. The Parent Teacher Association(PTA) supports and enhances our school’s curriculum and helps to build community spirit.
3. Parents are provided with multiple resources to help their children succeed.

The key data points:

- NYC School Survey: Ninety-four percent of parents feel that the school makes it easy for them to attend meetings by holding them at different times of day and providing an interpreter.
- NYC School Survey: Ninety-five percent of parents feel that our school keeps them informed about what their children are learning.
- Elementary School Quality Snapshot: Ninety percent of the parents feel that the school offers a wide enough variety of courses, extracurricular activities, and services.

Needs: Our priority for the 2014-2015 school year is to further involve parents in their children’s learning so that they can take an active role in their children’s success. Our current data shows that parents are involved in the school community; however, there is a need to provide them with additional parent workshops. These workshops provide resources and strategies for parents to use at home with their children. A system has been put into place that allows parents to track their children’s progress. Time needs to be allocated each week for teachers to meet with both parents and students regarding student progress.

The Key Data Points:

- 2013-2014 NYC School Survey: Seventy-five percent of parents said they have been invited to an event at the school (workshop, program, performance, etc.)

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To bridge the connection between home and school, by June 2015, teachers will communicate regularly with parents around their children's needs as measured by the number of entries in teachers' communication logs.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Action/Strategy: Parents will be Provided with Materials that Inform them About the Curriculum and Common Core Learning Standards.</p> <ul style="list-style-type: none"> • Monthly grade newsletters are sent home, as well as, school-wide newsletters. • Parents are invited to attend Curriculum Night to inform them about what their children will be learning throughout the year. • Parents are given the opportunity to visit their children's classroom during Open School Week to see first-hand the learning that is taking place. • Parents are invited to participate in interactive learning projects throughout the year. • Through a collaborative effort of the parent coordinator, guidance counselor, teachers, ELL teacher, special education teachers, parents are offered informative workshops to educate them on the curriculum and ways they can help their child(ren) at home. • The ESL teacher holds parent orientation meetings yearly to discuss the ELL program and placement choices. 	<p>Parents</p>	<p>September-June</p>	<ul style="list-style-type: none"> • Administrators • Teachers • Parent Coordinator • Parents • Students
<p>Action/Strategy: Parents will be Given many Opportunities to be Informed About Their Children's Academic Performance.</p> <ul style="list-style-type: none"> • Time is allotted on Tuesday afternoons for parent communication, in the form of telephone and face- 	<p>Parents</p>	<p>September-June</p>	<ul style="list-style-type: none"> • Administrators • Teachers • Parent Coordinator • Parents

<p>to- face conferences.</p> <ul style="list-style-type: none"> • Two formal parent teacher conferences, which will be led by the student, are held throughout the year. • In addition to scheduled parent teacher conferences, special education teachers meet with parents yearly for annual reviews to discuss the progress of their child(ren). Academic strengths and needs which are based on Common Core Learning Standards are discussed. Goals are designed to meet the individual needs of students. Progress reports are sent home with report cards to inform parents of progress toward mastery of grade level goals. • Parents are given the opportunity to schedule meetings with the ELL teacher to discuss student progress on Tuesday afternoons. Parents can also meet with the ELL teacher during parent teacher conferences. • Progress reports are given out mid-year. • Class Dojo is being used by the entire building in order to reinforce positive academic behaviors. Parents have access to Dojo and can instantly communicate with teachers through an instant message system. • Parents are given access to ARIS Parent Link. • During the Spring, parents will have access to Skedula. This will allow them to track their children’s progress on current standard-based work and assignments. • Open dialogue and on-going communication help to establish a parent/teacher relationship built on trust. 			<ul style="list-style-type: none"> • Students
<p>Action/Strategy:Providing Parents with Meaningful Resources</p> <ul style="list-style-type: none"> • This year our school has launched two on-line programs that allow students to practice their academics at home. DreamBox allows students to practice mathematics skills and myOn is the largest digital library available to all students. • Think Central, the on-line component of Go Math, allows parents and students access to mathematics materials. • Parent informational packets are distributed to each grade at parent teacher conferences setting clear expectations. 	<p>Parents</p>	<p>September-June</p>	<ul style="list-style-type: none"> • Administrators • Teachers • Parent Coordinator • Parents • Students

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human: Administrators, teachers, parent coordinator, students, parents

Instructional Resources: DreamBox, myOn, Think Central, mid-year progress reports, newsletters, informational packets, ARIS Parent Link

Time: Tuesday afternoons are allocated for parent meetings, schedule of parent workshops, and schedule of Parent Teacher Conferences

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Benchmark: September- Mid January

Indicators of Progress

- Mid-year progress reports will be completed in January
- Student Led Parent Conferences in November
- Parent Sign-in Sheets
- Parent communication logs

Part 6b. Complete in **February 2015.**

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|------------------------------------------------------------------------------------------------------------------|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Eligibility is determined by state and local assessments, as well as teacher recommendation. Students who have been held over and Level 1 students are a priority.	Small group instruction is provided throughout the day for grades K-5. Students in grades K-5 who need basic phonics and language development are currently using the Foundations and/or Wilson Language Basics with our RTI teachers. Students who are deficient in their comprehension skills receive small group instruction using a scientifically proven program.	Instruction is provided in either small group or whole class instruction. Small group instruction is provided through reading comprehension strategy lessons, guided reading lessons utilizing Teachers College Reading and Writing, and lessons to build grammar skills. RTI instruction is provided in small groups (Tier 2- 5 students, Tier 3- 2 students).	Additional services are provided in our after school program 2 days a week for an hour and a half each day. RTI services are provided during student's specials periods a minimum of 3 days a week for 45 minutes.
Mathematics	Eligibility is determined by state and local assessments, as well as teacher recommendation. Students who have been held over and Level 1 students are a priority.	Small group instruction is provided for grades 1-5 during and after school using manipulatives for hands-on instruction. RTI ELA instruction is cross curricular. Students are exposed to reading strategies and skills that will aid them during	Games are used to reinforce skills and support retention. Dialogue is used to communicate mathematical methods, purpose, and reasoning. Visual aids are incorporated throughout instruction. RTI instruction is provided in small groups (Tier 2- 5 students, Tier 3- 2	Additional services are provided in our cross-curricular after school program 2 days a week for an hour and a half each day. RTI services are provided during student's specials periods a minimum of 3 days a week for 45 minutes.

		mathematics instruction.	students).	
Science	Eligibility is determined by state and local assessments, as well as teacher recommendation. Students who have been held over and Level 1 students are a priority.	There is a cluster program where instruction will be provided for students in grades 3-4 that will include lessons on the strands of Physical Setting and the Living Environment through inquiry based investigations RTI ELA instruction is cross curricular. Students are exposed to non-fiction texts and reading strategies and skills that will aid them during science and social studies instruction.	Problem-solving skills, developing positive science attitudes, learning new science content, and increasing scientific literacy will be key areas of concentration. There will be opportunities for hands-on experience with scientific tools while honing questioning and observation skills. RTI instruction is provided in small groups (Tier 2- 5 students, Tier 3- 2 students).	Additional services are provided in our cross-curricular afterschool program 2 days a week for an hour and a half each day. RTI services are provided during student's specials periods a minimum of 3 days a week for 45 minutes.
Social Studies	Eligibility is determined by state and local assessments, as well as teacher recommendation. Students who have been held over and Level 1 students are a priority.	Our social studies cluster program is to reinforce the social studies standards. RTI ELA instruction is cross curricular. Students are exposed to non-fiction texts and reading strategies and skills that will aid them during science and social studies instruction.	They are reinforced through selecting of specific read-alouds to stimulate interest while producing an enriching standards based curriculum. RTI instruction is provided in small groups (Tier 2- 5 students, Tier 3- 2 students).	Additional services are provided in our cross-curricular afterschool program 2 days a week for an hour and a half each day. RTI services are provided during student's specials periods a minimum of 3 days a week for 45 minutes.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Eligibility is determined based on teacher and parent recommendation.	School counseling includes, but not limited to, the following skills for increasing attention, managing peer pressure, preventing bullying, managing self-esteem, managing uncomfortable	At risk and youth development support is provided one to one or in small group sessions based on need by our guidance counselor and social worker .	Due to budgetary constraints, we are unable to provide after school services at this time, which does, without a doubt, impact students' ability to cope with everyday stresses that can interfere with their academic

		<p>feelings, and skills to increase readiness. Our nurse provides workshops for Asthma Awareness to inform students of the signs and symptoms of asthma. They learn the triggers and how to prevent attacks. They are also made aware of how to utilize inhalers properly, and to know when the attack has escalated to an emergency level.</p> <p>Our occupational therapist services students on a one-to-one basis to build fine motor skills using bead stringing, buttoning activities, and placing pegs in holes. Gross motor skills are built through body movement and ball catching. Grapho-motor skills include pen holding, writing, learning spacing, and sizing.</p> <p>Our physical therapist focuses on gross motor functioning, postural control, sitting, standing, and walking. He helps the children navigate their environment safely. He helps determine the equipment necessary to perform these skills. He is a part of a multi-interdisciplinary team and works with teachers, social workers, occupational therapists, and parents.</p>		<p>progress.</p> <p>000000</p>
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Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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.

To be found qualified, one must apply, submit a cover letter and resume and be interviewed by the personnel committee, which will determine which candidates meet the qualifications in the posting.

2b. 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).

- Data are analyzed to inform teacher and grade specific professional developments.
- Grade conferences and one-to-one meetings are used to extend the discussions.
- New and struggling teachers are mentored on a regular basis. We have a supportive administration along with adequate resources and student materials, a safe environment, time for collaboration, ongoing professional development, reasonable class sizes, and support personnel and current technology. In addition, our new teachers attend professional development over the summer before school begins and continue throughout the school year. Lead Teachers help analyze data and implement effective instructional practices. New teachers are partnered with veteran teachers and are given time to observe in other classrooms.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

The transition plan for preschool children begins with a Parent Orientation and Meet the Staff for the parents on the first day of school. At that time, we also provide parents school information, a parent handbook, as well as literature on supporting early childhood learners at home. In collaboration with the Parent Coordinator, PTA and the administration, we host Curricular Meetings for all grades, including Pre-K and kindergarten. During this session, parents are provided with the grade level expectations, as well as specific strategies to help hone in the school to home connection. Finally, all parents from Pre-K to 5 are invited to all parent workshops. Preschool students are assessed three times a year and results are shared with parents. The results are used to alter small group instruction or vertical alignment. There is an assessment checklist which includes numeral assessments: Row 1: 3,5,0,1,4,2 Row 2: 7,9,8,6,10, color assessment of red, orange, yellow, green, blue, purple, black, white, and brown, counting from 0-5 and 6-10, identifying the shapes, writing his or her name, identifying the letters of the alphabet, and cutting a sheet of paper in order to assess his or her fine motor skills. The school social worker meets with parents and recommends intervention services when necessary. Student portfolios are passed on to the kindergarten teachers.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

At PS 121, we believe in collaboration and in using our Professional Learning Community to make decisions regarding the selection of assessments. Assessment options are presented as part of the School Leadership Team that contains representatives of all stakeholders; in turn, they contribute to decisions by sharing the opinions and choices of their constituents. Teachers also have an opportunity to discuss and weigh in assessment options during their secured teacher team sessions. Similarly, the administration shares assessment options as well as the final selections made via faculty conferences. Finally, this year, a MOSL Committee was formed to evaluate assessments and make recommendations for the school year to the principal; the principal elected to adhere to the MOSL committee's recommendations.

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 (CEP) 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	Funding Amount:	Place an (X) in <u>Column A</u> below to verify that
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	(i.e. Federal, State or Local)	Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	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	394,095	X	12,15,20,25,28
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	142,852	X	
Title III, Part A	Federal	11,200	X	10,17,21,25,28
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	3,727,967	X	11,16,21,25,28

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.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

*P.S. 121 QUEENS
126-10 109 AVENUE
SOUTH OZONE PARK, NEW YORK 11420
(718) 738-5126*

*Evelyn Vadi, Principal
Christina Zovich, Assistant Principal
Marissa Lazos, Assistant Principal*

Parent Involvement Policy

Statement of Purpose

P.S 121Q teachers and staff are committed to providing a quality educational program that will challenge all children to reach their potential. We believe when school and parents work together children succeed in school and throughout life. Neither home nor school can do the job alone. Parents play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success at every step along the way.

To ensure that basic skills and knowledge are taught, we will hold educators accountable for effective teaching, hold students accountable for learning, and encourage parental involvement in their children's education. We will continually assess student growth in order to provide timely interventions and evaluate our instruction. Additionally, P.S.121Q teachers and staff will work collaboratively with parents and our community in the development, evaluation, and refinement of our Title 1 program.

Parents' Rights and Responsibilities

The responsibilities of the school, parents and children in increasing student learning and achievement are identified in our School-Parent Compact. Periodically, parents of participating children are invited to review the compact and make suggestions for revisions.

Development of the School Parent Compact

The development of the School-Parent Compact, as well as the Parent Involvement Policy, is a joint venture between

parents, teaching staff, members of the School Leadership Team, and our Parent Coordinator. Our Parent Coordinator oversees the implementation of these documents as it relates to parents of our students. During monthly Parent Association meetings, which are attended by parents, teachers, the Parent Coordinator and Principal, issues related to the education and welfare of our students are brought forth and discussed. Furthermore, during regularly scheduled School Leadership meetings issues are discussed, revised, and updated as deemed necessary.

School/Parent Communication

Communication between the school and parents is one of the many components necessary to the success of our students. Teachers meet with parents four times during the school year for Parent Teacher Conferences. There is an afternoon and an evening component to accommodate all parents. In addition, starting this year there is the Tuesday afterschool conferences available for parents to meet with teachers. In addition, parents may meet with any member of the school community by scheduling an appointment. We have staff members on hand that are fluent in Spanish and are available for translation purposes. School bulletins are sent home in a timely fashion in order to inform parents of meetings, workshops, and other opportunities available to parents.

Student Goals as per the Comprehensive Educational Plan (CEP)

#1--Parent Workshops

Throughout the school year a number of parent workshops are scheduled. Members of our staff and our Parent Coordinator conduct these workshops. Meetings cover many topics including, but not limited to, preparing students for the English Language Arts and Mathematics state exams, completing the middle school application, and an open house for students entering Pre-Kindergarten, Kindergarten and the Talented and Gifted. Parents are also encouraged to suggest meeting topics. As a result of these suggestions, we have begun a series of workshops on Health and Nutrition, and continue with our series of workshops on the Common Core Standards, and how they relate to student learning, etc.

Through collaborative efforts parent workshops will now empower parents to have a voice. We feel parents can play as integral part in working with their children to understand central ideas of texts.

In conversations with parents, we learn about their children. This, in turn, may assist in a child's decision to research a specific topic of interest, and then write persuasively with conviction.

#2—Increase Parent Involvement

The Parent Coordinator reaches out to the staff members to utilize their expertise in a particular subject area. In careful evaluation we already added other topics of a wider range. Each school year we distribute an agenda and a folder to each child. This is a crucial tool for the family. It not only contains a place to write homework assignments, but it includes a calendar of events, as well as a parent guide.

Throughout the year, we have an extensive (and ever growing) list of activities that the parent community can be involved in such as the literacy launch, family fun night, musical productions, middle school choice night, and multiplication bee.

Our open access library program will continue this year. Parents and students in grades K-5 are invited to weekly sessions. They will take part in a very unique program where research and other literacy skills are addressed. The parent sessions will be devoted to strengthening the literacy foundation between parent and child. Our school is also part of the destiny system. The parents and children can access the system to find any book they are looking for.

We are continuing our series of workshops, which will enlighten the parents with insight into CCSS. The workshops will be "parent friendly". A variety of strategies will be shared with the parents through "The Parent Voice". Parents will have the opportunity to make trips to the library. Starting the first of the year our crocheting and knitting circle begin, as requested from the parents.

The scheduling of the workshops will be responsive to the needs of the parents, in order to accommodate parents with scheduling concerns.

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SCHOOL-PARENT COMPACT

The P.S. 121Q School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2014-2015.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The P.S. 121Q School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that supports children in meeting the CCLS.
- Provide parents with frequent reports on their children's academic and behavioral
- Provide a midyear progress report as well as progress report during the Parent Teacher Conferences, show samples of student work, updates on reading, writing and math assessments.
- Set high expectations for staff, students and parents by ensuring challenging curriculum, implementing programs targeted at increasing student achievement and committing to recruit, retain, and train qualified staff.
- We are dedication ourselves to build bridges to foster an environment where children can think more analytically.
- Highlight and prepare ways that the parents advance the learning environment where at home.

Specifically, those conference will be held:

September 23, 2014 - Taking a Closer Look at Common Core Standard
September 30, 2014 and October 16, 2014 – Middle School Choice
October 10, 2014 – Save Energy, Save Money Cornell University
October 14, 2014 – ARIS Parent link, Dojo and My On
November 5, 2014 – Nutrition and Health Cornell University
November 13, 2014 – Preparing for Parent Teacher Conference
December 5, 2014 – Parenting Support
December 10, 2014 - Nutrition and Health Cornell University
December 23, 2014 – Math Success

January 13, 2015 – Strategies to Help Struggling Learner
January 27, 2015 – Reading and Writing Success
February 10, 2015 – Developing Your Child’s Language Skills
March 10, 2015 – NYS Common Core ELA Test Overview and Strategies for Success
March 24, 2015 – NYS Common Core Math Test Overview and Strategies for Success
April 14, 2015 – Nutrition-Healthy Habits to Ensure our Students are Ready to Learn
May 2015 – Visit to the Queens Public Library
June 9, 2015 – Computer Basic for Parent

- *We believe that ongoing dialogue between all parts of the community is essential to the success of our students. We are thinking of initiating a plan where every September teachers reach out to parents introducing themselves and sharing a positive comment about their child.*
- *Parents will continue to be provided access to Acuity as a means of monitoring their child’s performance and progress.*
- Teachers are encouraged to contact parents throughout the years with positive feedback about their children.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- *Our school prides itself on having wonderful parent teacher relationships.*
- *Teachers are always reaching out to parents to work collaboratively with their children.*
- *We all agree that only through strong collaboration will the students reap the benefits.*
- *Our administration has an open door policy.*

Provide parents opportunities to participate in their child’s class, and to observe classroom activities, as follows:

- *Curriculum Night on September 16, 2014.*
- *Open School Week November 17 – November 21, 2014*
- *Teachers are always instructed to communicate with parents as early in the year as possible. They know not to wait until parent teacher conferences to broach a problem that might exist which might impede a child’s progress.*
- *Parents are also invited to monthly assemblies, Math Jeopardy, Spelling Bee, Addition Bee, and Family Fun Night.*

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

Support your child’s learning by making education a priority in our home by:

- *Making sure my child is on time and prepared everyday for school.*
- *Monitoring attendance.*
- *Talking with my child about his/her school activities everyday.*
- *Scheduling daily homework time and assigning homework done daily.*
- *Providing an environment conducive for study.*
- *Making sure that homework is completed.*
- *Monitoring the amount of television my children watch.*

Participating in school activities on a regular basis;

- *Attending family nights, shows, any family gatherings.*
- *Participate in after school activities.*

Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate.

- *Attend all parent meetings*
- *Parent teacher conferences to keep abreast of child’s progress.*

Reading together with my child every day

“ Children are made readers on the laps of their parents.” Emilie Bushwald

Providing my child with a library card

- *Making regular visits to the library.*
- Communicating positive values and character traits, such as Play Fairly, Act Responsibly, Work Together, Show Respect, Be Honest, Work Hard.
- Respecting the cultural differences of others.
- Helping my child accept consequences for negative behavior.
- Being aware of and following the rules and regulations of the school and district.
- Supporting the school discipline policy.
- Expressing high expectations and offering praise and encouragement or Achievement.
- Checking ARIS Parent Link periodically to keep informed of child’s attendance, performance and support my child when needed.

Home School Connection

- The Parent Coordinator will conduct parent workshops that are geared to increase parent awareness about their children’s academic strengths and weaknesses.
- We have been sending home a monthly newsletters that provides extra support that parents can use at home.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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 October 31, 2014.

Part A: School Information	
Name of School: P.S. 121 Queens	DBN: 28Q121
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 15
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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: Direct Instruction Supplemental Program – P. S. 121 believes that supplemental programs should enhance language learning through content area teaching and specific amplified instructional strategies. P.S. 121 will have an after school program for ELLs on Wednesdays and Thursdays from 2:20-4:20. There are 15 ELL students who have enrolled in these programs and they are from grades 2-5. These students(after NYSESLAT and NYSITELL data analysis) are the students who need the most help with language acquisition skills. English is the language of instruction, and two teachers will be teaching the after school ESL program. One teacher will be ESL certified and the other will be a Common Branches teacher who will co-teach ESL through content. The after school program will begin in November and end in May, with approximately 45 sessions. However, we will be extending the ESL after school program into June. This will consist of an additional 32 hours which would then have to be paid with T3 funds for a supervisor.

The Columbia Reading and Writing Program, in conjunction with the MYON reading program will be used in the after-school program. MYON is an interactive program that teaches reading through interactive and technological access to a wide variety of texts and resources. These learning programs are at no cost to the program.

This after-school program will help the ELL students with Math, Science and Social Studies. These students are also students, who after studying NYSESLAT, NYSITELL scores and formal and informal teacher assessments, are the students who can benefit from additional academic instruction. The after-school ELL teacher, who is certified to teach ESL, in conjunction with the Common Branches teacher, will focus on teaching strategies to acquire the English language through the use of content areas. Both after school teachers will implement various instructional strategies, such as demonstration and modeling with use of mentor texts, language enrichment activities, and programs to ensure that ELL students meet the standards. Academic language development focuses on language functions, structure, and vocabulary lessons which are all included as part of daily instruction. We always work in congruence with the classroom teacher, and instruction is designed to facilitate the learning of various proficiency levels. We use Wonders Reading and Writing Program for the acquisition of English language skills in ELLs. The ELL after-school program utilizes various scaffolding strategies. Our program is student-centered and instruction is based on the students' needs and interests. Our instruction is based upon the Common Core State Standards. The focus of our after-school Title 3 program, is to provide

Part B: Direct Instruction Supplemental Program Information

integrated language and content-embedded instruction to support language development through language-focused scaffolds.

The ELL after-school teachers facilitate learning by providing specific, amplified instructional strategies to aid in the students' English language growth. There will be scaffolding techniques that are used for academic instruction, including templates and graphic organizers. Language learning topics are topics with which students are familiar, and the teacher usually models and demonstrates literacy skills. Math activities for students are also enabled by hands-on activities with manipulatives. These support services will emphasize test-taking strategies for both the ELA and Math state tests, ways to decode academic language and a focus on understanding the language component in comprehension activities.

There are standards-based materials that are accessible to students, and these materials include easy language books with rich illustrations, books on tape that accompany illustrated texts, teaching visuals and leveled books that are related to the students' cultural backgrounds. Students are immersed and surrounded by texts, visuals and a print-rich environment. There are also mini-lpads that the students have access to, in order to incorporate technology into language learning.

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: There are monthly staff development sessions, where the ELL teacher discusses several instructional methods that can be used by classroom teachers to aid in achieving English language proficiency of ELL students. These topics are presented during staff development sessions that will be offered every other month, during Lunch and Learn sessions. The ELL teacher, will also attend bi-monthly meetings with our ELL network support, in order to receive training on ways to achieve academic success for ELL students. The ELL after school teachers are also encouraged to attend these sessions, and when unable to do so, is provided a staff development session with the ELL teacher who shares this workshop information. Some of the topics to be covered are-Teaching ELLS through aligning the Common Core State Standards with Instruction, Integrating Vocabulary through Language, Ways to Scaffold Language etc. Teachers who work with ELLs will also be encouraged to attend these monthly meetings with our ELL network support. We are making every effort to encourage non-ELL certified staff who work with ELLs to participate in ongoing workshops that are held by the Department of English Language Support and Student Development.

Part D: Parental Engagement Activities

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: P.S. 121 Q will have ongoing workshop sessions for the parents of all ELL students. These meetings will focus on language development activities, and will be conducted once a month for two hours. Parents will be informed about language learning activities that they can practice at home. The ELL teacher and Parent Coordinator will provide translators at these meetings, and parents will also be informed about community activities that will facilitate language learning activities for their children. Invitation letters will be sent home to all ELL parents and these workshop sessions will target all parents who are the parents of our current and former ELL students.

Mrs. Green, the ELL Coordinator, along with Mrs. Garrett, the Parent Coordinator, will conduct these meetings and some topics to be covered are- Ways to help your child with Homework, Ways to teach Language on an Everyday Basis, Helping your child through the use of Literature. Our parent community tends to prefer having workshops during the school day. Therefore, Mrs. Green and Ms. Garrett will be hosting workshops during the school day.

Parents will be notified of these meetings by phone calls and letters sent home. These letters will be sent home in the parents' preferred languages.

Part E: Budget

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

Allocation Amount: \$ _____

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

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">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 28	Borough Queens	School Number 121
School Name P.S. 121		

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 Mrs. E. Vadi	Assistant Principal Mrs. C Zovich
Coach N/A	Coach N/A
ESL Teacher Mrs. S. Green	Guidance Counselor Mrs. G. Canal
Teacher/Subject Area Mrs. K. Crisafi	Parent Mrs. D. Hawkins
Teacher/Subject Area Mrs. E. Croce	Parent Coordinator Mrs. J. Garrett
Related Service Provider Mrs. L. Brand	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.	1	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	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		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)	850	Total number of ELLs	25	ELLs as share of total student population (%)	2.94%
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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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	6	7	3	2	5	2								25
SELECT ONE														0
Total	6	7	3	2	5	2	0	25						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	21	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									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	25	0	3	0	0	0	0	0	0	25

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	25	0	3	0	0	0	0	0	0	25
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)	5	2	1	0	1	0								9
Intermediate(I)	1	1	1	0	1	0								4
Advanced (A)	0	4	1	2	3	2								12
Total	6	7	3	2	5	2	0	25						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1		1		2
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.
The ESL teacher is trained to use a variety of assessment tools. Currently we are using Acuity, E-Class, ELA Scores, Interim Assessments, Fountas and Pinnell Running Records, and of course, Kid Watching to assess the early literacy skills of ELL students. The ESL teacher will combine students' informal assessments with standardized data to measure individual progress and help drive

instruction. Continuous collaboration between the ESL teacher and classroom teachers to ensure curriculum alignment and academic progress of ELL students continues to be an ongoing priority to achieve this goal and objective. The evidence that P.S. 121 is on track with this goal and objective is the academic progress of ELL students as is evident in ELA scores, interim assessments, classroom progress indicators and NYSESLAT scores.

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

An analysis of LAB-R scores for the current year shows that 40% of ELL students are on the beginner level, while the other 60% was proficient, and did not need ELL services. An analysis of NYSESLAT scores showed that 11% of students are on the beginner level, 22% are on the intermediate level and 67% are on the advanced level.

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](#))

Our school uses the Annual Measurable Achievement Objectives to measure progress toward the goal of English proficiency amongst our ELLs. Our content area data also shows academic skills where our ELL students have improved and areas where they need help. The AMAO data also highlights the areas where the students show academic weaknesses, and allows the ESL teacher to tailor timely and targeted interventions for students, such as scaffolding language strategies and differentiating tasks.

NYSESLAT assessments have been reviewed, and based on these reviews, the ESL teacher meets with classroom teachers on a monthly basis, to address the academic needs of specific ELL students. Analysis of literacy assessments showed that 11% of ELLs scored at the beginner level, 22% of ELLs scored at the intermediate level, and 67% scored at the advanced level. There continues to be professional development sessions that focus on extending scaffolding strategies in Literacy. The ESL teacher also meets with the administrative and school leadership team, in order to discuss and review instructional literacy tools to provide differentiated literacy instruction for ELL students.

Analysis of NYSESLAT scores showed that 80% percent of beginner students showed improvement in speaking and listening, and showed 100% improvement in reading and writing. 70% of intermediate students also showed improvement in reading and writing, and showed considerable improvement in speaking and listening. Advanced students showed an overall improvement in speaking, listening, reading and writing. To address the needs of ELL students in the areas of reading and writing, the ESL teacher has set up small task-oriented groups, in which students have purpose and direction for comprehensive reading assessments and confidence in their writing approach. The ESL teacher provides students who are less proficient in language the necessary time to interact with those who are more proficient, and also to use Readworks.org, and other online instructional tools that these students can access on their individual mini-ipads.

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?

ELL periodic assessments have been reviewed, and based on these reviews, the ESL teacher meets with classroom teachers on a monthly basis, to address the academic needs of specific ELL students. Analysis of literacy assessments showed that 15% of ELLs scored below the grade level performance, 45% of ELLs scored approaching grade level performance, and 40% scored at grade level standard. There continues to be professional development sessions that focus on extending scaffolding strategies in Literacy. The ESL teacher meets with the school leadership team, in order to discuss and review instructional literacy tools to provide differentiated literacy instruction for ELL students. Analysis of math assessments showed that 30% scored below grade level performance, 40% scored approaching grade level performance, and 30% scored at grade level standards. The ESL teacher and the math teachers are working on ongoing assessment and teaching strategies that are used to determine movement towards math core curriculum standards.

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](#).)

Beyond screening and identification for ESL services to support language development, the ELL student also takes part in RtI screening to assess whether his/her literacy skills and competencies are meeting grade level benchmarks. If an ELL student is flagged as at-risk or below-benchmark on any particular skill or competency, the student should receive targeted instructional support to bolster development in this area. This support should be delivered in coordination with language support services.

In serving ELLs, the first focus should be on improving the quality of core instruction and making sure that most students have ongoing,

high-quality opportunities-to-learn and are succeeding. Our school is currently using the Award Reading program to address the academic needs of these students.

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

In order to assist ELLs, the strategic use of the native languages can be incorporated into English instruction as a support structure to clarify, build prior knowledge, extend comprehension, and link experiences. Native languages can be incorporated into the ELL teacher's instructional practice through the following: technology, human resources (e.g., paraprofessionals,) native language materials such as access to native language books that are available in the class or school libraries.

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?

Paste response to questions here: N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

According to 2013 NYSESLAT results, 85% of ELL students at P.S. 121 moved up levels, i.e. there are now more advanced ELL students and 30 % of ELL students were proficient or tested out. This shows that ELL students were able to acquire academic language skills to comprehend English throughout content areas. The ESL teacher will continue to provide content area and well developed learning strategies to solve problems and be actively engaged in a standards based curriculum.

Part IV: ELL Identification Process

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](#).)

Students who are admitted into the school will be administered the Home Language Identification Survey by the ESL teacher. The informal interview will be given to the child by the ESL teacher. A member of the staff can translate if the students' native language is Spanish, or outside translators are hired for other languages. The answers are analyzed by the ESL teacher, and a list of eligible students are administered the Language Assessment Battery (LAB-R), within 10 days of registration. The ESL teacher will keep a record of these LAB-R scores. Those falling below the cut scores will be eligible to be serviced by the ESL teacher.

The Spanish LAB-R will be administered to those students whose home language is Spanish.

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.
- When the ESL teacher meets with parents at ongoing parent meetings, a thorough description of the Transitional Bilingual Education, Dual Language and Freestanding ESL programs are outlined. The Parent Orientation Video is shown, and parents are offered different descriptive brochures about each program. The selection of the desired language program is done after the in-school orientation which is conducted by the ESL teacher. If the need arises, a translator is hired to inform parents about the program choices. If a parent chooses a program other than ESL, these parents will have a meeting with the administrative team and their

options are outlined, as far as the programs that are offered in the district and the transfer procedures.

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

There is an ongoing process where continued entitlement letters are distributed by the ESL teacher and returned to the ESL teacher. The ESL teacher ensures that every letter is returned by following up with phone calls to parents encouraging the return of these letters. Parent Survey and Program Selection forms are also encouraged to be returned on a timely basis by follow-up phone calls to the parents by the ESL teacher and Parent Coordinator. These letters are stored in the students' cumulative folders and copies are placed in the ESL teacher's office.

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.
Communication is usually provided by a member of the staff or if need be, a translator is hired for phone calls and written correspondence in native languages. Students are placed in the ESL program according to their proficiency levels. Letters are sent home to inform students of their child's placement. Translated letters are sent home to inform parents of their child's placement.
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 ESL teacher and the testing coordinator work together to set up a schedule to ensure that all parts of the NYSESLAT are administered on a timely basis. Parent letters are sent home informing parents of the NYSESLAT exam before it is given. The purpose of the NYSESLAT is explained to parents, and the ESL teacher and the testing coordinator administer the test. A careful check is taken to ensure that all students are tested. If a child is absent, he/she will be given the test on the following day. Long-term absences will be given a phone call home to ensure attendance to take the NYSESLAT. The ESL teacher evaluates the RLER report to compile the list of students who are eligible to take the NYSESLAT.
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. ①

After a careful review of Parent Survey and Program Selection forms for the past three years, it was concluded that 99% of parents chose ESL as their program choice. The remaining 1% chose to transfer their children to a bilingual program. Since there are not sufficient students to form a bilingual program, according to the above fact, a freestanding ESL program is the program offered at P.S. 121.

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])?

The ESL program is a push-in program, and students are grouped by grade, and have mixed proficiency levels.

Beginner and intermediate ESL students are serviced for two units of ESL instruction and two units of ELA from their classroom teachers daily. The advanced students are serviced for one unit of ESL, one unit of ELA from classroom teachers. Students are grouped heterogeneously for literacy instruction, according to their LAB-R and NYSESLAT scores. The administration and ESL teacher reviews the daily schedule and student proficiency levels to ensure all beginner and intermediate students are serviced for 360 minutes weekly and advanced students are serviced for 180 minutes week

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

The ELLs receive the necessary ESL and ELA instructional units as required by Commissioner's Regulations Part 154. The English Proficiency as per score on the NYSESLAT or LAB-R (for new admits): Beginners (B) ELLs must receive 360 minutes per week of ESL instruction. Intermediate (I) ELLs must receive 360 minutes. Advanced (A) ELLs must receive 180 minutes per week of ESL instruction and 180 minutes per week of ELA instruction. All ELLs must receive the required minutes as per CR Part 154 Regulations.

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.

Content area instruction is embedded in ELA instruction. Instruction is conducted in English, and language instruction is aligned to the Common Core Learning Standards. The teachers use a rich repertoire of scaffolds to support students' understanding of academic content.

Teachers model the use of the academic language in ways in which students are expected to respond and participate. Also, content area instruction is supported by instructional materials, of appropriate quality and aligned to the Common Core State Standards. During content instruction, complex concepts and information can be clarified through demonstrations and experimentation. Lesson delivery includes simplification of explanations and vocabulary development by means of showing examples, demonstrating differences and similarities, and speaking with simpler syntax and incorporating text-based vocabulary.

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

Paste response to question here: N/A

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

Extensive differentiated strategies, techniques and learning modalities will be developed, incorporated and utilized throughout the ESL curriculum, so that the four modalities of English acquisition will be addressed throughout the year, and lessons will incorporate reading, listening, writing and speaking the English language.

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).

Sife students are initially assessed by the LAB-R tests, and upon completion of this entrance assessment, students are placed into their specific proficiency levels. The academic instructional plan for SIFE students includes teaching English language skills utilizing easy to read literature, which contains an array of illustrations and large print words. This use of large print enables students to make a personal connection to the English language. In addition, the SIFE students are placed in an environment which utilizes alternative assessments, such as the students creating illustrations to depict picture to word associations.

ELLs who have been in the country for less than 3 years will participate in small group,task-oriented learning situations that guide the production of the English language, both in the verbal and written forms. These students will be supported in the classroom with supplementary information, pictures, and vocabulary charts to help them.

For ELL students who have been in the program for 4-6 years, the ELL teacher will focus on vocabulary and language development, guided interactions and teaching meaning-based context by modeling and graphic organizers.

Regarding long term ESL students, the ESL teacher has designed a specific instructional curriculum for these students. This plan also includes emphasizing vocabulary and language development and explicit instruction or the direct teaching of concepts.

We will continue to support our former ELL students by providing them with academic folders that have content-area, differentiated learning aids and common-core learning tasks and tips.

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?

Special education and the ESL teachers collaborate monthly to determine the short term academic and lingual goals for each ELL student with special needs, as these evaluations should be progressive and open to change, as per the student's individual education plan. Differentiated lessons will be tailored in order to meet the academic needs of these students. Teaching strategies to facilitate the ELL-SWD students include small group instruction that emphasizes peer group work. The ESL teacher will incorporate different ways to present the information, for example, the teacher will provide visual aids or story read alongs on tape to address the visual and auditory learners. Students will be given differentiated graphic organizers to meet their individual learning needs and styles. The Wonders Reading program is a supplementary program that we use to address the language learning needs of these students.

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?

Our push-in ESL program helps us to meet the diverse needs of our ELL-SWD students within the least restrictive environment. The ESL teacher assists the general education teachers in the classroom to provide small-group individualized instruction to these students. If the students are not able to achieve mastery of academic skills, the ESL teacher will reteach the skills, through the use of simpler text, working within groups to provide peer support, and will try to relate these skills to the childrens' cultures. Foundations and Wilson programs will be used as supplementary phonics programs. The ELL teacher consults the Individualized Education Plan for each ELL-SWD student on a consistent basis, to ensure that the academic needs of these students are being met.

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

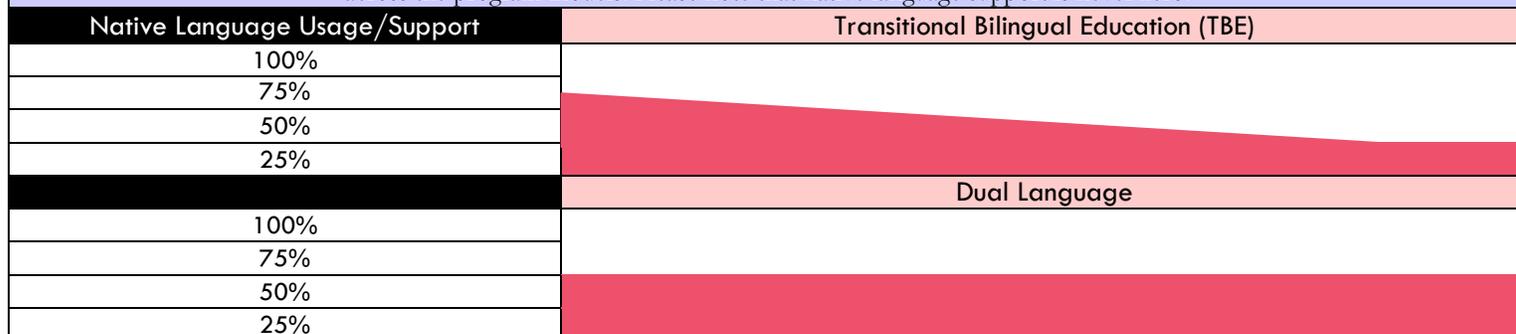
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.

P.S.121 has an after school program for ELLs on Tuesdays and Wednesdays from 3:00 p.m. to 5:00 p.m. that will be starting in January. ELL students from grades 3-5 will be encouraged to enroll in this program. Instruction will be delivered in English and the teacher is a fully certified ELL teacher. She facilitates learning by providing specific, amplified instructional strategies to aid in the students' English language growth. There are scaffolding techniques that are used for academic instruction, including templates. Language learning topics are topics with which students are familiar, and the teacher usually models and demonstrates literacy skills. Math activities for students are also enabled by hands-on activities with manipulatives. Early phonics readers, big book readers, sight word readers, vocabulary cards, graphic organizers and computer language learning activities are used to support ELLs. Photo tiles are also a teaching tool that can enhance beginner language learning activities.

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

This AIS program is effective, as monthly analysis of literacy, math assessments and standardized tests have shown that ELLs who have participated in this program during the last school year, have shown considerable improvements as far as higher scores on standardized assessments, classroom assessments and assignments. These students are also able to communicate effectively by using academic language, and are able to write using Tier 3 vocabulary words. Students are provided with opportunities and instruction on using academic language accurately in multiple contexts and texts, as this is an essential skill for all English language learners.

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

P.S. 121 will continue to install and use Promethean boards as instructional aids and it is our goal for every student to be afforded the use of Ipads to learn through technology.

ELLs will be able to enhance their learning by keeping a learning log and researching for their non-fiction reading and writing.

Many of our ELLs are not afforded the opportunities of using technology at home, so exposure to technology to enhance learning is a valuable learning experience.

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

All of our programs for our ELL students will be continued and nothing will be discontinued.

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

All ELLs are encouraged to participate in all programs through letters sent home or meetings with parents. ELL students are encouraged to attend the afternoon enrichment sessions, or the afterschool program. We also have dance, drama and basketball clubs with which our ELL students are actively involved.

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

Our ELL students learn through exposure to interactions with technology, such as Promethean boards and Activotes. The classroom libraries and instructional materials are aligned with the school's Common Core curriculum and reflect the home language/s of our ELL students. Our ELL students have access to Ipads and mini Ipads and are able to access learning sites such as Award Reading, which provide scaffolding strategies that allow the ELL students to have access to differentiated learning materials.

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

In the ESL program model, native language support is used in the ESL program by the staff that speak the languages of our ELL students. Native language books are also available in our classroom and school library. Native language support is systematic and available in all classrooms, and is evident through the availability of native language glossaries, dictionaries and materials.

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

Services that are provided to ELL students are provided throughout all grades, and all academic materials are age and grade appropriate.

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.

There is a packet that is sent home to newly enrolled ELL students before the beginning of the school year. This packet includes fun activities that incorporate language and learning, while offering suggestions for at-home homework help. These packets are sent home in translated versions. These packets are also given to new ELLs who register throughout the year.

18. What language electives are offered to ELLs?

N/A

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

N/A

C. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- 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?
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- 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.

There are periodic staff development sessions, where the ESL teacher discusses several instructional methods that can be used by classroom teachers to aid in achieving English language proficiency of ELL students. These topics are presented during staff development sessions at scheduled times throughout the year. All teachers of ELLs will be provided with staff development sessions, where the ESL teacher will provide the staff with techniques that will support ELLs in academic vocabulary development, ways to help ELLs with non-fiction reading and writing, assisting ELLs with the tasks that are present in the Common Core Learning Standards etc. There will be ongoing weekly meetings with the ESL teacher and classroom teachers to ensure curriculum alignment.

The ESL teacher will continue articulation and support for transitioning ELLs by ensuring curriculum alignment between the transitioning year's curriculum. The ESL teacher will work in conjunction with the school's administrative team to formulate an academic follow-up curriculum that will be distributed to those ELL students who will be transitioning to middle/high schools.

The ESL teacher also attends monthly workshops hosted by Mr. Pierre Galvez that teaches different ways and methods to teach language and teaching strategies that will enhance the learning of ELL students. These sessions are ongoing and provide invaluable insight into the different teaching techniques that can enhance English Language learning, while aligning teaching with the Common Core Learning Standards.

8 Some topics that will be covered at professional development sessions for our staff are-

- Workshops on key concepts in second language acquisition theory.

- Workshops on best practices for teaching ELLs in the mainstream classroom. These best practices will be aligned with the Common Core State Standards.

- Workshops on using technology to differentiate instruction.

All general education and special education teachers attend ELL training sessions that are facilitated by the ELL teacher, that focus on academic strategies to use when teaching ELL students. These workshop hours are monitored by evaluating workshop sign-in sheets.

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?

Each year, P.S. 121Q has ongoing Parent Discussion sessions for the parents of all of our ELLs. The ESL teacher presents the sessions at different times throughout the year. These meetings provide parents with the information to make informed decisions as to ways that they can help their children at home. Handouts and materials are available in various languages. Also, at these meetings we encourage parents/guardians of ELLs to participate in school leadership teams, school activities, join the PA, serve as learning leaders in the school and attend parent/teacher conferences. The Parent Coordinator and ESL teacher are involved with the parents of ELLs by providing them with workshops, with the assistance of volunteer translators. In addition, the Parent Coordinator is readily available to meet with parents on a personal basis. Parent involvement and input is an integral facet of maintaining a positive home-school relationship. Parent choices are reviewed on a periodic, ongoing basis, in order to provide them with options regarding their children's education, whereas their choices will be respected.

Parent surveys will be distributed where parents are allowed to identify the areas with which they need help. The ESL teacher will work with the Parent Coordinator to arrange workshops that address these areas.

Some of the Parent Workshops that we facilitated this year were-

-Language Learning Activities at Home.

-All About the Common Core State Standards and Your Child.

-Strategies to help your child with Homework.

Currently, P.S. 121 is not partnering with Community Based Organizations.

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.

Our ELL teacher and administration have spent several years tracking ELL progress and student success. Many of our ELL students have moved up language levels and many have also reached language proficiency. We have aligned our curriculum and data which have allowed for greater success on the NYSESLAT, and for our students to become lifelong learners.

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: 28/Q/ School Name: 121

Cluster: CFN Network: 209

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.

Upon verbal input from classroom teachers, parent coordinator and administrators, it was evident that school letters concerning after-school programs, promotion in doubt, class placement, student progress, special education and the school programs were often not acknowledged, returned or signed by parents of ELL learners, who speak languages other than English. This lack of acknowledgement is due to these letters not being written in the native language, therefore leading to miscommunication between school and parent. Based on our research, we have determined that we will provide translation and oral interpretation services for the two main languages represented in our school. These languages are Spanish and Punjabi.

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.

P. S. 121 conducted an assessment of oral translation needs after conducting meetings with parent coordinators, classroom teachers, the school based support team and administrators. It was evident that there was a need for translators for various parent meetings. These findings and translation action plan were shared at monthly grade meetings and P.T.A meetings, so that the school community were informed of the procedures that would be taken by P.S. 121 to meet the language needs of all parents.

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.

P.S. 121 plans to provide ELL students with translated versions of the above named school letters and they will also be provided with translated versions of discipline guidebooks, report cards and student agenda handbooks. Upon registration and filling out the Home Language Identification Survey, the home language will be determined, and the necessary documents that will be sent to the parent, will be translated. A1 Translation services, an outside vendor, will provide a translator for 10 hours to translate certain written documents. If there needs to be Spanish translation of documents, a member of the teaching staff will be able to do this.

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.

Translators will provide communication services for parents of ELL students and mainstream students. There is a need for translators at parent orientation meetings, Parent Association meetings and parent teacher conferences. There will also be translators for ongoing school and /or ELL parent workshops. In addition, there needs to be a translator for telephone translations in emergency situations. These translation services will be provided with a translator from A1 translation services. If there needs to be a translator for the Spanish language, a member of the staff will be able to orally translate.

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>.

Parental notification of translation and interpretation services will be achieved by sending home letters informing parents about translation services that are available at P.S. 121. The option of having translation services will also be discussed at monthly P.A. meetings, and at Parent Orientation Meetings that the ELL teacher coordinates, so that the parents are offered translated documents, or are informed of their rights to have a translator to orally translate.

