

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

School Name: PS 122 MAMIE FAY
DBN (i.e. 01M001): 30Q122
Principal: PAMELA SABEL
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Superintendent: DR. PHILIP A. COMPOSTO
Network Leader: KAMAL SALFARLIE

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Pamela Sabel	*Principal or Designee	
Noelia Nunez	*UFT Chapter Leader or Designee	
Claudia Lieto-McKenna	*PA/PTA President or Designated Co-President	
Anna Aprea, Member/Staff	DC 37 Representative, if applicable	
Sabrina Juravic, Member/Staff	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Georgette Hernandez, Parent – Grade 1	CBO Representative, if applicable	
Katina Broutzas	Member/ Parent – Grade 3	
Eleni Graciano	Member/ Parent-Kindergarten	
Danielle Healy	Member/ Parent-PreK , Grade 2	
Blaine Hicklin	Member/ Parent-Kindergarten	
Mongkol Thitihamasak	Member/ Parent-Grade 2	
Bonnie Price	Member/ Staff	
Alba Carlucci	Member/Staff	
Alexandra Theodorou	Member/Staff	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

Pillar 1: Improve Student Achievement in Providing High-Quality Instruction Aligned to the Common core State Standards

By June 2015, 75% of the students performing at levels 1 and 2 will demonstrate progress towards achieving state standards as measured by a 3% increase on the scaled scores on the 2015 NYS ELA assessment.

Comprehensive Needs Assessment

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

A review of the 2014 NYS ELA exam indicated that while our students had made progress school-wide with 70.5% of all tested students performing at levels 3 and 4, various student groups (primarily students with disabilities) scoring at Performance Levels 1 and 2 need support in closing the achievement gap. Periodic assessments, running records, and other local assessments indicated specific areas of weakness in ELA for these student groups.

Instructional Strategies/Activities

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

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

1. Collaborative grade level planning sessions and inquiry teams will meet weekly to implement Common Core State Standards and instructional shifts, develop benchmark levels of proficiency, analyze data to identify student progress, patterns, and trends.
2. Teachers will identify “at-risk” students and provide Tier 1 and Tier 2 interventions (i.e. small group and one-to-one instruction) in conjunction with intervention specialists, Special Education Teacher Support Service providers (SETSS) including IEP teachers, speech teachers, hearing teachers, guidance counselors, occupational therapists, physical therapists , and other school personnel and trained individuals will provide Tier 3 interventions.
3. Inquiry teams will analyze formative data and student portfolios for target populations to monitor progress at least quarterly (November, January, April), recommend instructional strategies or additional interventions around differentiated instruction.
4. Inter-visitations will provide opportunities to share best practices.
5. Differentiated professional development, such as mentoring, observations, walk-through, participations in workshops, conferences, webinars, and study groups, will be provided to strengthen instruction in pedagogy, content areas, and the use of technology to improve student learning.
6. Parent outreach will promote increased home-school partnerships to improve student achievement.

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

1. Classroom teachers, content specialists, coach, school leaders, Network support staff will participate (Tax Levy, Title IIA, Title III).
2. Classroom teachers, content specialists, coach, school leaders, SETSS providers, Learning Leaders will participate (Tax Levy, Title IIA, Title III).
3. Classroom teachers, content specialists, coach, school leaders, SETSS providers will participate (Tax Levy, Title IIA, Title III).
4. Classroom teachers, content specialists, coach, school leaders, SETSS providers, Network support staff will participate (Tax Levy, Title IIA, Title III).
5. School leaders, content specialists, teachers who have received specialized professional development in curriculum and/or content areas, coach, SETSS providers, technology specialists, DOE and Network support staff will provide professional development throughout the year during professional development days in September, December, and June as well as PD Mondays.. School leaders will provide differentiated professional development through the observation process aligned to Danielson *Frameworks*. Differentiated professional development will be provided in various content areas through grants and affiliations with universities, residencies, arts partners, science and history organizations, etc. (Tax Levy, Title IIA, Title III, grants).
6. Teachers, content specialists, coach, school leaders, Parent Coordinator, SETSS providers and members of the IEP Team, the PTA will participate (Tax Levy, Title IIA, Title III).

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

1. Classroom teacher assess students using established rubrics understood by the child and family at least quarterly to determine progress according to individual student goals based on triangulation of data using unit assessments, student work products, running records, teacher observations, periodic assessments as evidenced by implementation of Common Core Learning Standards.
2. Classroom teacher assess students using established rubrics at least monthly to determine progress according to individual student goals based on triangulation of data using unit assessments, student work products, running records, teacher observations as evidenced by application of strategies provided during intervention.
3. Classroom teacher assess students using established rubrics at least quarterly to determine progress according to individual student goals based on triangulation of data using unit assessments, student work products, running records, teacher observations, periodic assessments as evidenced by student portfolios incorporating strategies introduced through intervention.
4. Classroom teacher assess students using established rubrics at least quarterly to determine progress according to individual student goals based on triangulation of

data using unit assessments, student work products, running records, teacher observations, periodic assessments as evidenced by teacher implementing best practices shared by colleagues.

5. Classroom teacher assess students using established rubrics at least quarterly to determine progress according to individual student goals based on triangulation of data using unit assessments, student work products, running records, teacher observations, periodic assessments as evidenced by teacher implementing best practices and recommendations for improved instruction.
6. Student improvement in learning supported by increased participation by families as evidenced by ongoing assessment measured at least quarterly.

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

1. September 2014-June 2015: Teacher Teams meet weekly
2. September 2014-October 2014: administer and score baseline assessments, November 2014-: analyze baseline assessments and multiple assessments to set student target ranges, September 2014-June 2105 provide appropriate interventions
3. November 2014-May 2015: monitor progress of students – on demand genre writing pieces, September 2014 - May 2015 administer Running Records at minimum, September, December, March, June, April- June 2014: Administer and Analyze Periodic Assessments.
4. September 2014-June 2015: scheduled inter-visitations
5. September 2014-June 2015::Differentiated professional development days on Mondays as well as PD days in September 2014, November 2014 and June 2015.
- 6.

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

1. PD Mondays and the school schedule includes programming to support weekly Teacher Team meetings for each grade and each department (Tax Levy, Title IIA).
2. Interventions are embedded in the school day (Tax Levy, Title IIA) and in afterschool programs for ELLs (Title III), as well as for English proficient students during the afterschool program (grants)..
3. Teams meet during the day (Tax Levy, Title IIA).
4. Inter-visitations occur during the day (Tax Levy)
5. Professional development occurs during the day (Tax Levy), at workshops outside the building (Tax Levy, grants) with funding providing per diem substitute teachers as needed.
6. School leaders and staff, including the Parent Coordinator, provide outreach during the day, during parent engagement sessions on Tuesday afternoons, and during parent meetings and workshops after school (Tax Levy, grants). School staff participate in afterschool and evening events (Tax Levy)

Strategies to Increase Parental Involvement

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

We are not a Title I school. Parents were introduced to the transition to Common Core Learning Standards during workshops and meetings two years ago. This year, we continue the process through parent workshops facilitated by Parent Coordinator, Math Coach, ESL Coordinator, IEP teacher and SETSS providers, and administration. Parents are invited to participate in school-wide events, such Parent Teacher Conferences, Family Fun Night for parent-child activities around math and literacy games. Parent workshops are provided during the day and evening on the following topics: curriculum, assessments (i.e. City, State and Federal standards and exams), technology, English language acquisition for adults, community resources, etc. Translation services are provided during Parent Teacher Conferences and many school meetings, workshops, and events. School letters, notices, and flyers to inform families of ways to understand and help their children are sent at least monthly in English and native languages as well as distributed through email and posted on the school website and e-board. The PTA newsletter, *News and Views*, is published and distributed to all families and constituencies quarterly to inform the school community of programs, activities, introduce personnel and supports, and offer helpful suggestions to support their children in learning. Broadcast, a telephone messaging system is used to encourage parent involvement through increased awareness of information of school events.

Budget and Resource Alignment

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

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

Grants, including RESO A, arts partners, PTA of PS 122.

Goal and Action Plan #2

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

Annual Goal #2

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

Pillar 1: Improve Student Achievement by Providing High-Quality Instruction Aligned to the Common Core State Standards

By June 2015, 75% of students in grades 3-7 performing at levels 3 and 4 will demonstrate continued growth towards achieving state standards as measured by a 2% increase on the scaled scores on the 2015 NYS Math assessment.

Comprehensive Needs Assessment

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

A review of the 2014 NYS Math exam indicated that the percentage of students at level 3 or 4 was 74.2% school-wide indicating a need to increase progress for students scoring at levels 3 or 4. Students in grade 8 did not take the state Math exam for grade 8 since they took both the Algebra 1 and Integrated Algebra Regents. Deeper analysis of multiple data sources, including student work products, periodic assessments, and math unit tests indicated a need to provide rigorous instruction and activities to challenge students at or above state standards.

Instructional Strategies/Activities

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

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

1. Collaborative grade level planning sessions and inquiry teams will meet weekly to develop benchmark levels of proficiency, analyze data to identify student progress, patterns and trends in math.
2. Inquiry teams will analyze formative data and student portfolios for target populations to monitor progress at least quarterly (November, January, April), recommend instructional strategies for appropriately challenging tasks around differentiated instruction.
3. Inter-visitations will provide opportunities to share best practices.
4. Differentiated professional development, such as mentoring, observations, walk-through, participation in workshops, conferences, webinars, and study groups, will be provided to strengthen instruction in pedagogy, content areas, and the use of technology to improve student learning.
5. In grades 6-8 one additional instructional period will be scheduled for all classes, with grade 6 receiving one period of instruction provided by the Math Coach for problem-solving and higher order strategies.
6. Students will be encouraged and supported to participate in school-based, national and international contests and affiliations.
7. Students will be given the opportunity to participate in an afterschool program sponsored by the Mayor's Middle School Initiative grant to Sports and Arts in Schools Foundation for enrichment in various content and talent areas, including math.
8. Parent outreach will promote increased home-school partnerships to improve student achievement.

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

1. Classroom teachers, school leaders, and coach will participate in instructional teams. Resources include NYC DOE and Network support staff (Tax Levy, grants) and *GoMath* with an accelerated edition for Grade 7, and Algebra I) as well as web-based sites and supplementary resources.
2. Classroom teachers and school leaders will participate in inquiry teams, supported by Network support staff (Tax Levy).
3. Classroom teachers and content specialists will participate in inter-visitations (Tax Levy).
4. Professional development will be provided by school staff, DOE and Network support staff, affiliations through university and other partnerships (Tax Levy, grants).
5. Math coach and classroom teachers will provide higher order thinking and complex math instruction in grades 6-8 (Tax Levy).
6. Classroom teachers will provide support for contests and competitions at high levels of math complexity. (Tax Levy).
7. Teachers working at the afterschool program sponsored by the Mayor's Middle School Initiative grant to Sports and Arts in Schools Foundation (grant)
8. Parent outreach will be supported by school leaders, coach, Parent Coordinator, social worker, PTA sponsored activities and communications, *Broadcast*

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

1. Teachers will review student progress based on a triangulation of data using Periodic Assessments, established rubrics, teacher generated exams, student portfolios, and/or research projects as evidenced by student works on Common Core Learning Standards at accelerated levels.

2. Teachers will review student progress based on a triangulation of data using Periodic Assessments, established rubrics, teacher generated exams, student portfolios, and/or research projects as evidenced by improved student performance using targeted strategies introduced through inquiry team work.
3. Teachers will review student progress based on a triangulation of data using Periodic Assessments, established rubrics, teacher generated exams, student portfolios, and/or research projects as evidenced by student use of strategies introduced through shared best practices .
4. Teachers will review student progress based on a triangulation of data using Periodic Assessments, established rubrics, teacher generated exams, student portfolios, and/or research projects as evidenced by teacher use of effective instructional practice learned through professional development.
5. Teachers will review student progress based on a triangulation of data using Periodic Assessments, established rubrics, teacher generated exams, student portfolios, and/or research projects as evidenced by improved student application of skills and content knowledge in math problem solving.
6. Teachers will review student progress based on a triangulation of data using Periodic Assessments, established rubrics, teacher generated exams, student portfolios, and/or research projects as evidenced by student participation in and success in mathematics contests and competitions.
7. Student participation in and commitment to math activities in the afterschool enrichment program sponsored by the Mayor's Middle School Initiative grant to Sports and Arts in Schools Foundation (grant).
8. Parent involvement will be evidenced by increased participation in student activities and programs.

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

1. September 2014 – June 2015, assessed at least quarterly (November, January, March, June).
2. September 2014 – June 2015, assessed at least quarterly (November, January, March, June).
3. September 2014 – June 2015, assessed at least quarterly (November, January, March, June).
4. September 2014 – June 2015, assessed at least quarterly (November, January, March, June).
5. September 2014 – June 2015, assessed at least quarterly (November, January, March, June).
6. September 2014 – June 2015 for ongoing competitions, and on a time-specific basis for seasonal competitions.
7. Three cycles of enrichment October 2014-November 2014, January 2015-February 2015, and March 2015-April 2015.
8. September 2014 – June 2015, class trips/events scheduled at least three times during the year.

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

1. Collaborative planning periods are built in to the schedule, as well as on Mondays (Tax Levy).
2. Inquiry teams will meet during weekly planning sessions to analyze formative data and student portfolios for target populations to monitor progress at least quarterly (September, November, January, April), recommend instructional strategies for appropriately challenging tasks around differentiated instruction (Tax Levy).
3. Inter-visitations will take place during the school day (Tax Levy).
4. Differentiated professional development, such as mentoring, observations, walk-through, participation in workshops, conferences, webinars, and study groups, will be provided to strengthen instruction in pedagogy, content areas, and the use of technology to improve student learning during the school day, after school (Tax Levy, Title III, grants)
5. In grades 6-8 one additional instructional period will be scheduled for all classes, with grade 6 receiving one period of instruction provided by the Math Coach for problem-solving and higher order strategies (Tax Levy).
6. Teachers will review student progress based on a triangulation of data using Periodic Assessments, established rubrics, teacher generated exams, student portfolios, and/or research projects as evidenced by student participation in and success in mathematics contests and competitions (Tax Levy, grants).
7. Student participation in and commitment to math activities in the afterschool enrichment program sponsored by the Mayor's Middle School Initiative grant to Sports and Arts in Schools Foundation (grant).
8. Parents will be invited to participate in school events throughout the year (Tax Levy, Title III).

Strategies to Increase Parental Involvement

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

. We are not a Title I school. Parents were introduced to the transition to Common Core Learning Standards during workshops and meetings two years ago. This year, we continue the process through parent workshops facilitated by Parent Coordinator, Math Coach, ESL Coordinator, IEP teacher and SETSS providers, and administration. Parents are invited to participate in school-wide events, such Parent Teacher Conferences, Family Fun Night for parent-child activities around math and literacy games. Parent workshops are provided during the day and evening on the following topics: curriculum, assessments (i.e. City, State and Federal standards and exams), technology, English language acquisition for adults, community resources, etc. Translation services are provided during Parent Teacher Conferences and many school meetings, workshops, and events. School letters, notices, and flyers to inform families of ways to understand and help their children are sent at least monthly in English and native languages as well as distributed through email and posted on the school website and e-board. The PTA newsletter, *News and Views*, is published and distributed to all families and constituencies quarterly to inform the school community of programs, activities, introduce personnel and supports, and offer helpful suggestions to support their children in learning. Broadcast, a telephone messaging system is used to encourage parent involvement through increased awareness of

information of school events.

Budget and Resource Alignment

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

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

Grants, including RESO A,,Mayor's Middle School Initiative for afterschool programs, Sports and Arts in Schools Foundation

Goal and Action Plan #3

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

Annual Goal #3

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

Pillar 1: Improve Student Achievement by Providing High-Quality Instruction Aligned to the Common Core State Standards

By June 2015, 75% of students with disabilities will demonstrate progress toward meeting 50% of their annual goals as indicated on their IEPs as measured quarterly using multiple criteria, including but not limited to state and local assessments, student work samples, and teacher observations.

Comprehensive Needs Assessment

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

A review of the data, including the School Quality Guide 2013-2014 indicated 46.4% of students with disabilities performed at the 75th growth percentile or higher in English and 28.1% performed at the 75th growth percentile or higher in Mathematics on the NY State 2014 exams.. Enrollment records indicate 14% of the school population (193 students) represents Student with Disabilities (SWD). However, only 31% of the SWD (59 out of 193 SWD) took state assessments in ELA and /or Math. Analysis of multiple data sources, including SESIS, student work products, unit tests, etc., indicated the need to connect student growth to individual IEP goals.

Instructional Strategies/Activities

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

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

1. Wilson Reading System, Foundations Double Dose for phonemic awareness
2. Balanced Literacy, guided reading, and *ReadyGen* with tiered instruction and scaffolding for pre-teach and re-teach
3. *Sounds in Motion* and *Move to Improve* for whole body engagement in academic progress
4. Web-based computer programs such as *Starfall*
5. *Fountas and Pinnell Leveled Literacy Intervention* for one-to-one and small group instruction
6. *Go Math* with multiple strategies for one-to-one and small group instruction.
7. Manipulative materials, visual aids, flow-charts, graphic organizers, hands-on inquiry

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

1. Special educators, SETSS providers, IEP paraprofessionals (Tax Levy, Title III)
2. Special educators, SETSS providers, IEP paraprofessionals (Tax Levy, Title III)
3. Special educators, IEP paraprofessionals (Tax Levy, Title III)
4. Technology resources (available in classrooms)
5. Special educators (Tax Levy, Title III)
6. Special educators, SETSS providers, IEP paraprofessionals (Tax Levy, Title III)
7. Special educators, SETSS providers, IEP paraprofessionals (Tax Levy)

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

1. Special educators and SETSS providers assess students at least quarterly (September, November, January, March, June) measured using established rubrics in academic and behavioral areas to determine progress toward meeting annual IEP goals.
2. Special educators and SETSS providers assess students at least quarterly (September, November, January, March, June) measured using established rubrics and unit assessments in English language arts to determine progress toward meeting annual IEP goals.
3. Special educators assess students at least quarterly (September, November, January, March, June) measured using established rubrics in academic and behavioral areas to determine progress toward meeting annual IEP goals.
4. Special educators and SETSS providers assess students at least quarterly (September, November, January, March, June) measured using established rubrics in academic areas to determine progress toward meeting annual IEP goals.
5. Special educators assess students at least quarterly (September, November, January, March, June) measured using established rubrics in literacy to determine progress toward meeting annual IEP goals.
6. Special educators will assess students at least quarterly (November, January, March, June) and formatively during and at the end of units of study (Tax Levy)
7. Special educators and SETSS providers assess students at least quarterly (September, November, January, March, June) measured using established rubrics in academic and behavioral areas to determine progress toward meeting annual IEP goals

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

1. Foundations Double Dose for phonemic awareness September 2014 – June 2015 with assessment at least quarterly (November, January, March, June).
2. Balanced Literacy, guided reading, and *ReadyGen* with tiered instruction and scaffolding for pre-teach and re-teach September 2014 – June 2015 with assessment at

least quarterly (November, January, March, June) and formative assessment at least weekly.

3. *Sounds in Motion* and *Move to Improve* for whole body engagement in academic progress September 2014 – June 2015 with assessment at least quarterly (November, January, March, June)

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

1. Wilson Reading System and Foundations Double Dose for phonemic awareness will be implemented by special educators and SETSS providers during the day in whole class, small group and one-to-one instruction (Tax Levy).
2. Balanced Literacy, guided reading, and *ReadyGen* with tiered instruction and scaffolding for pre-teach and re-teach will be implemented by special educators and SETSS providers during the day in whole class, small group and one-to-one instruction (Tax Levy).
3. *Sounds in Motion* and *Move to Improve* for whole body engagement in academic progress will be implemented in whole class setting or small group setting (Tax Levy).
4. Web-based computer programs such as *Starfall*, *Storia*, and *Dragon Dictation*, will be implemented individually during the day supervised by special educators and /or IEP paraprofessionals using technology available in the classroom (Tax Levy).
5. *Fountas and Pinnell Leveled Literacy Intervention* for one-to-one and small group instruction provided by special educators during the day (Tax Levy).
6. *Go Math* with multiple strategies for one-to-one and small group instruction will be provided by special educators and/or IEP paraprofessionals during the day (Tax Levy).
7. Manipulative materials, visual aids, flow-charts, graphic organizers, hands-on inquiry will be used under the direction of special educators and SETSS providers during the day (Tax Levy).

Strategies to Increase Parent Involvement

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

We are not a Title I school. Parents were introduced to the transition to Common Core Learning Standards during workshops and meetings two years ago. This year, we continue the process through parent workshops facilitated by Parent Coordinator, Math Coach, ESL Coordinator, IEP teacher and SETSS providers, and administration. Parents are invited to participate in school-wide events, such Parent Teacher Conferences, Family Fun Night for parent-child activities around math and literacy games. Parent workshops are provided during the day and evening on the following topics: curriculum, assessments (i.e. City, State and Federal standards and exams), technology, English language acquisition for adults, community resources, etc. Translation services are provided during Parent Teacher Conferences and many school meetings, workshops, and events. School letters, notices, and flyers to inform families of ways to understand and help their children are sent at least monthly in English and native languages as well as distributed through email and posted on the school website and e-board. The PTA newsletter, *News and Views*, is published and distributed to all families and constituencies quarterly to inform the school community of programs, activities, introduce personnel and supports, and offer helpful suggestions to support their children in learning. Broadcast, a telephone messaging system is used to encourage parent involvement through increased awareness of information of school events. **Parents of students with an IEP are encouraged to participate in home-school meetings in person and via telephone.**

Budget and Resource Alignment

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

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

Grants including Reso A, Sports and Arts in Schools Foundation, PTA of PS 122, Little Orchestra Society

Goal and Action Plan #4

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

Annual Goal #4

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

Pillar 3: Engage parents and Families in Every Aspect of School Life

To emphasize our commitment to improving the social and emotional well-being of our diverse student population, all members of our school community will demonstrate safe and respectful behavior supporting structures for a positive learning environment, inclusive culture, and student success. By June 2015, improvement will be measured by an increase of 4 % on the NYC School Quality Guide – School Environment.

Comprehensive Needs Assessment

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

A review of the data including the NYC School Survey 2013-2014 Report and the School Quality Guide 2013-2014 indicated a need to improve social-emotional perceptions among parents, teachers, and students. Although our school scored at or above the Citywide Average for all Elementary/Middle schools (in Instructional Core 89% and School Culture 97%), one area that was evident was the need to improve Systems for Improvement 81%

Instructional Strategies/Activities

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

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

1. The school Safety and Youth Development Team will address issues related to improving school climate and social-emotional aspects of the school environment. The Team will meet at least monthly to review data and make recommendations in this regard.
2. School surveys will be reviewed and analyzed to address the needs of students, parents, and school staff.
3. Book of the Month selections of literature reflective of positive characteristics and social-emotional themes will be shared school-wide.
4. A bulletin board display will be dedicated on each floor of the building for posting comments celebrating individuals (students, teachers, families) who demonstrate positive qualities (based on the book, *Have You Filled a Bucket Today?* by Carol McCloud)
5. School created surveys will be administered to assess perceptions of parents, teachers, and students (grades K-2, grades 3-5, and grades 6-8) of social-emotional aspects of the school environment in January 2015 and May 2015.
6. NYC School survey will be conducted.
7. Inquiry Team members will provide professional development to support teachers use a research-based rubric to identify levels of social-emotional connections for students.
8. Spirit Week activities will be planned by and for students in grades 6-8. Spirit Day will be planned by and for students in grades K-5.

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

1. Teachers, guidance counselors, school leaders, DOE and Network support staff for professional development and related resources (Tax Levy)
2. Team members and data resources (Tax Levy, DOE and Network reports)
3. Teachers and school leaders will share the books with students and parents.
4. Teachers will maintain the bulletin boards. Individuals will contribute positive comments.
5. Teachers, Parent Coordinator, school leaders will generate the surveys and share the results school-wide.
6. Parent Coordinator will facilitate the distribution and collection of parent surveys. Students and teachers will be given time to take the survey online (Tax Levy)
7. Inquiry Team members and teachers, Network support staff (Tax Levy)
8. Teachers, school leaders, and parents participate (Tax Levy, grants, donations)

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

1. The School Safety and Youth Development Team will meet to set goals and revise them as needed based on the data.
2. School surveys will be reviewed to determine progress to improve decrease the number and/or seriousness of safety infractions evidenced by OORS reports, improve attendance and maintain percentages over 96%, student behavior will improve as evidenced by decreased incidents evidenced by behavior logs to meet individual student goals and satisfaction levels of students, parents, and school staff.
3. Students will identify the focus of the month and demonstrate behaviors to evidence increased awareness verbally, in writing, or in actions.
4. Increased awareness and demonstrated actions to use model behaviors.
5. A review of the surveys in May will evidence improvement in measured perceptions over time.
6. Analysis of the surveys will demonstrate effectiveness of the strategies globally.
7. Analysis of data based on the rubric will indicate improvement in social-emotional strength
8. Increased student engagement in this activity will boost morale and contribute to positive social-emotional interactions.

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

1. The School Safety and Youth Development Team representing all grades will meet monthly through June 2015
2. September 2014-June 2015 OORS reports (monthly), Attendance Summaries (weekly), behavior intervention logs (weekly),
3. Monthly book selections beginning October 2014 through June 2015]
4. October 2014 through June 2015, rotated monthly.
5. Surveys administered in January 2015 and May 2015
6. February 2015-March 2015
7. Professional Development September 2014 and December 2014. Data gathering January 2015 and May 2015.
8. April 2015

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

1. These events will occur during the school day(Tax Levy)
2. Team meetings will be held before and after school.
3. Books will be shared across grades to be read to the students as best fits into class schedule. Books are available in the building.
4. Teachers will maintain the bulletin boards. Individuals will contribute positive comments.
5. Teachers, Parent Coordinator, school leaders will generate the surveys and share the results school-wide.
6. Parent surveys will be distributed on arrival in February or March 2015. Students will take the survey in the computer labs during the day. Teachers will take the survey online.
7. Teachers will participate in professional development in September 2014 and December 2014 facilitated by administration, guidance counselors, and school Inquiry Team members. Teachers will assess their students after the training and discuss finding across collaborative planning periods, share results with school leaders and Youth Development Team.
8. Teachers and students plan activities for Spirit Week/Spirit Day (Tax Levy, donations)

Strategies to Increase Parental Involvement

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

We are not a Title I school. Parents were introduced to the transition to Common Core Learning Standards during workshops and meetings two years ago. This year, we continue the process through parent workshops facilitated by Parent Coordinator, Math Coach, ESL Coordinator, IEP teacher and SETSS providers, and administration. Parents are invited to participate in school-wide events, such Parent Teacher Conferences, Family Fun Night for parent-child activities around math and literacy games. Parent workshops are provided during the day and evening on the following topics: curriculum, assessments (i.e. City, State and Federal standards and exams), technology, English language acquisition for adults, community resources, etc. Translation services are provided during Parent Teacher Conferences and many school meetings, workshops, and events. School letters, notices, and flyers to inform families of ways to understand and help their children are sent at least monthly in English and native languages as well as distributed through email and posted on the school website and e-board. The PTA newsletter, *News and Views*, is published and distributed to all families and constituencies quarterly to inform the school community of programs, activities, introduce personnel and supports, and offer helpful suggestions to support their children in learning. Broadcast, a telephone messaging system is used to encourage parent involvement through increased awareness of information of school events. Families are encouraged to participate in classroom celebrations, trips, and milestone events.

Budget and Resource Alignment

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

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

Grants including Reso A, Sports and Arts in Schools Foundation, PTA of PS 122, Little Orchestra Society

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p><i>Balanced Literacy</i> is used with differentiated instruction, guided reading groups, strategy lessons, repeated readings, interactive writings, word study, and conferring.</p> <p><i>ReadyGen</i> is used for re-teaching.</p> <p><i>Wilson, Foundations Double Dose</i>, and <i>Recipe for Reading, Words Their Way</i>, research-based programs which are used for phonemic awareness and decoding to promote improved comprehension. <i>Great Leaps</i> is provided by the classroom teacher and trained personnel.</p> <p><i>Leapfrog</i> is used in one-to-one tutoring.</p>	Small group, one-to-one tutoring	During the school day, after school
Mathematics	<p><i>Go Math</i> program is used with modifications as needed, along with manipulative materials, games, and hands-on approaches in math through repeated instruction and problem solving strategies</p>	Small group, one-to-one tutoring	During the school day, after school
Science	<p>Science curriculum is differentiated (FOSS) to fit the needs of individual students identified as “at risk” in science with repeated instruction, and hands-on investigation</p>	Small group, one-to-one tutoring	During the school day, after school
Social Studies	<p>Social Studies curriculum is differentiated to fit the needs of individual students identified as “at risk” with repeated instruction</p>	Small group, one-to-one tutoring	During the school day, after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>One-to-one and group counseling services are provided by Guidance Counselor, School Psychologist, Social Worker, SAPIS worker. The focus, group size, and length of service are flexible and determined by need.</p> <p>Guidance Counselors provide parent outreach, liaison between the Rtl Team, administration, and PPC consultation/counseling. School Psychologist provides parental</p>	Small group, one-to-one tutoring	During the school day, after school

	<p>counseling, student counseling, and teacher consultations. She coordinates PPT meetings and at-risk services in school and with outside agencies during the school day. She coordinates placement, case management, testing and assessment, observations and social updates.</p> <p>Social Worker provides counseling for students in socializing activities, enhancing school performance and relationships with peers and authority figures, and parental counseling and/or referrals. SAPIS worker provides counseling in socializing activities, enhancing school performance and relationships with peers and authority figures. At-Risk Health-related services conduct speech and hearing screenings, sweep testing. They provide phonological awareness, auditory processing activities to facilitate comprehension, articulation therapy to improve speech production of deviant speech, receptive and expressive language processing lessons to develop communication skills and improve comprehension of incoming information in oral and written work, and fluency therapy.</p>		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

We use our relationships with Teachers College, St. John's University, Queens College, City University to recruit Highly Qualified teachers for teachers of General Education, Special Education, English Language Learners, and teachers in middle and secondary school content areas. When there is a need to fill a position, we review documentation through resources such as New Teacher Finder and seek out candidates who have credentials indicating they are Highly Qualified for an interview and a demonstration lesson. The math coach, content specialists, and teachers, who have demonstrated effectiveness in advancing student learning, model instructional practices and mentor and coach new teachers and those who need support to improve pedagogy. We provide differentiated professional development by DOE, CFN, Teachers College, Hunter College, Teachers and Writers Collaborative, Little Orchestra Society, and other affiliated organizations, as well as webinars, and in-house training. We assign staff according to license, experience, college coursework, and other credentials to ensure staff is highly qualified.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

A professional development team meets monthly to plan high quality professional development for all staff including teachers, principals, and paraprofessionals. Teacher feedback is factored into the decisions to provide differentiated professional development opportunities based on observations, Advance data, teachers' requests, an increase in the use of technology as an instructional resource, and social-emotional development. Paraprofessionals are included in PD sessions as appropriate with customized PD in SESIS, student support, behavior management, etc. School leaders participate in DOE and CFN trainings throughout the year at least monthly. NYC DOE Talent Coach supports principal and assistant principal. CFN Achievement Coach provides ongoing support for teachers and building leaders, Effective teachers provide support through inter-visitations and mentoring.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

We are not a Title I school. To support our programs, we incorporate various funding sources, including, Tax Levy, federal, state, and local funding and organizations to increase collaboration among school staff and student and family engagement in school. Universal Pre-K program support parent involvement and helps students develop oral language abilities, emergent literacy skills and early mathematics concepts. The social worker affiliated with our Universal Pre-K program facilitates monthly parent meetings on a variety of topics. Our SAPIS personnel support our violence prevention program and bully intervention program. Title IIB grants allow teams of teachers to improve content understanding and align instruction to Common Core Learning Standards across the grades. Title III funding enables us to increase parent involvement in increasing student learning through workshop series in curriculum, community resources, technology, health and nutrition, violence prevention. Our affiliation with HANAC provides counseling to support students and their families to improve student achievement. Through our affiliation with Sports and Arts in Schools Foundation, OST, we received a generous grant for after school programs to encourage student engagement and academic enrichment across grades and content areas.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Not Applicable

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.

Not Applicable

TA Schools Only

Use of Program Resources

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

Not Applicable

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).

Not Applicable

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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



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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information	
Name of School: PS 122	DBN: 30Q122
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 60 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 6 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The Newcomers Program, grades 1-5, will be comprised of twenty (20) sessions during the months of December, January, and February 2014-15, from 2:35 p.m. to 3:35 p.m., approximately 2 days per week. The ESL teacher who will teach this class holds certifications in both common branch and ESL. The teacher will use ESL methodology, including native language support, to teach newcomers the foundations of the English language, as well as provide a differentiated instruction program based on the needs of the students attending the program. The overall focus for these students will be to learn English letters and phonemes, engage in English conversation, practice listening skills, practice reading skills, introduce grammar skills, and increase English vocabulary in a stress-free environment.

Cornerstone Newcomer consumable worktexts, Pearson Newcomer Lang central consumable worktexts and Practice Books, ReadyGen Phonics K level, Wilson Foundations, Words Their Way for ELLs word study program, Just Right Reading supplemental books, and the ESL Rigby Guided Reading Program will be used to supplement & differentiate learning in this after-school program. In addition, teacher created materials, Bilingual literature, Bilingual glossaries, picture dictionaries, and photographic learning cards will be used by the students to augment learning. Lessons are planned to include ESL Standards as well as Common Core State Standards (CCSS). An administrator will be available to supervise all programming at no cost to Title III.

P.S. 122 Title III program will also provide all English Language Learners with supplemental instruction during after-school hours for students in Grades 1-6. The After-school ESL Language Enrichment Program will be comprised of approximately 18 sessions, operating from December 2014 until February 2015, from 2:35 p.m. to 3:35 p.m., approximately 2 days a week. Group size will be maintained at no more than 15 students per teacher. There will be a total of five (5) ESL classes - two (2) 1st grade classes, one (1) 2nd and 3rd grade class, one (1) 3rd and 4th grade class, and one (1) 5th and 6th grade class. Five (5) dually certified ESL and common branch teachers will provide supplemental instruction in alignment with the ESL Standards and CCSS.

After-school instruction for Grades 1-6 will focus on improving the four language modalities: listening, speaking, reading, and writing based on students' NYSESLAT scores and ELA scores. Just Right Reading (Levels A-E) and Keep on Reading Comprehension Across the Curriculum (Levels C-F) consumable worktexts, Ready New York CCLS ELA Instruction (Levels 3-6), Oxford Picture Dictionary for the Content Areas, photographic learning cards, Bilingual literature and dictionaries will be used to supplement and differentiate learning in this after-school program. This additional support will also help students in the testing grades to achieve higher scores on the ELA, NYSESLAT, and NYS Science examinations. An administrator will be available to supervise all programming at no cost to Title III.

Part B: Direct Instruction Supplemental Program Information

In the spring of 2015, we will provide four (5) after-school classes – (1) Grade 1 class, one (1) Grades 1 and 2 class, one (1) Grade 3 class, one (1) Grade 4 class, and one (1) Grades 5 and 6 class of ELL students for a series of 4 sessions at 1.25 hours for NYSESLAT preparation. Group size will be maintained at no more than 15 students per teacher. Students will learn testing strategies by dually certified ESL and common branch teachers to improve listening, reading, writing, and speaking skills. Supplementary materials, including Continental Press NYSESLAT preparation texts, NYSESLAT prep booklets, and photographic learning cards will be used to enhance language acquisition and augment English language instruction.

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:

The goal of our school is to ensure that all general education teachers and ELL teaching staff are trained in dealing with English language Learners in all phases of language acquisition. This training will be fulfilled by attending in-house PDs and workshops offered by the DOE and Teachers College in order to be in compliance with the State Department of Education. Teachers attending these workshops will be at no cost to Title III. These PD opportunities will focus on improving differentiation of instruction both during the school day and during the ESL Afterschool Enrichment Program.

P.S. 122 Title III Professional Development will focus on providing new teachers with ESL training, helping to prepare former ELLs who have made the transition into a general education classroom, as well as ESL teachers who need to help ELLs meet and exceed CCSS. One objective in having our teachers attend Professional Development sessions is to help ELLs and former ELLs achieve grade level scores on all city and state assessments. This training was started approximately 12 years ago. Professional Development sessions recommended to our teachers include, but are not limited to, the following areas: RTI for ELLs, using data to guide instruction, scaffolding content area subjects, adapting content area instruction through best teaching practices for ELLs.

In house Professional Development will focus on providing PD to our ESL teaching staff in the use of data to inform instruction, specifically MOSL assessment results, NYS ELA, Math and Science scores, ATS Reports (RNMR and RLAT), and item skills analysis, scaffolding content area subjects, and adapting content area through best teaching practices for ELLs. This is at no cost to our Title III program.

In the Spring of 2015, three (3) certified ESL teachers, including the ESL Coordinator and facilitator, will participate in after-school Professional Development. These sessions will address analysis of the rubrics for evaluating student performance on the NYSESLAT to improve targeted instruction for ELL students in

Part C: Professional Development

the following academic school year. Title III funds will be utilized to pay the three participating ESL teachers to attend four (4) 2-hour sessions of after school PD to support the program.

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:

In the spring of 2015, there will be two (2) Family Nights, dedicated to literacy and mathematics parental support. Two (2) certified teachers will facilitate learning games and activities to guide families to practice literacy and mathematics skills and concepts to support their children. The only cost to Title III will be the services provided by two (2) ESL certified teachers. Other working pedagogues and all other costs related to these activities will not be charged to Title III. The parent coordinator will also assist in accommodating any parental needs at no cost to Title III. Parent workshops will be facilitated by ESL/Bilingual Coordinator, Parent Coordinator, Math and Literacy coaches, and/or administrators. In addition, parents will be invited to attend a workshop dedicated exclusively to understanding the NYSESLAT in spring 2015. The workshop will be lead by a certified ESL teacher/coordinator at no cost to Title III.

The workshops will address the following:

1. Parents will be coached in how to use math strategies in problem solving.
2. Parents will become familiar with the ESL learning standards and NYSESLAT to help their children prepare for the NYSESLAT.
3. Parents will become familiar with the English Language Arts CCLS.
4. A series of fifteen (15) English as a Second Language classes will be offered to parents.

To ensure our success, we work collaboratively with our ESL parents. We provide them with classes to help them become English proficient. In the spring of 2015, PS 122 Title III program will provide a series of fifteen (15) adult ESL classes. Side By Side Texts and Workbooks (Levels 1-2) and teacher made materials will be used to supplement learning in this after-school program for parents. Two (2) certified ESL teachers on our staff will lead the classes. Parents will learn beginner and intermediate levels of English vocabulary, grammar, and conversation. An administrator will be available to supervise all programming at no cost to Title III.

Part D: Parental Engagement Activities

Also, many parent workshops that are presented during the weekday at the school will be at no cost to Title III. An administrator will be available to supervise all programming. The parent coordinator will also assist in accommodating any parental needs.

We also intend to provide interpreting services for Family Nights and various curriculum workshops given throughout the year. PS 122 also uses these opportunities to inform the parents of how to become involved in their child’s education. We firmly believe that by working together in partnership we can elevate the level of each child’s achievement.

Additionally, at P.S. 122, we plan to provide translation of critical documents, major announcements of meetings (e.g. Parent Teacher Conferences), after-school programs, parent workshops, and parental options concerning their child. By sending these parents translated documents, we hope to enable all parents to be informed participants, as well as active in all aspects of our school community. Translation services will be provided by in-house staff when feasible or the NYCDOE Translation and Interpreting Unit.

PS 122 will evaluate the needs of the parents through outreach in parent meetings, conferences, workshops and school activities with translation services available. The Parent Coordinator provides welcoming opportunities to encourage parent participation schoolwide.

Part E: Budget

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

Allocation Amount: \$11200

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 	9298	<ul style="list-style-type: none"> •Newcomers Program (20 sessions x 1 hr. x 1 teacher @ \$51.51= \$1030.2) •After-School Language Enrichment (18 sessions x 1 hr. x 5 teachers @ \$51.51= 4635.9) •After-School NYSESLAT Preparation (4 sessions x 1.25 hrs. x 5 teachers @ \$51.51=\$1,287.75)

Part E: Budget

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

Allocation Amount: \$11200

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"> •ESL Class for Adults (15 sessions x 1.25 hrs. x 2 teacher @\$51.51= 1931.63) •Parent Workshop Literacy/Math (2 sessions x 2 hrs. x 2 teachers @\$51.51= 412.08)
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	666	General Supplies/Books for afterschool programs: Cornerstone Newcomer consumable worktexts, Pearson Newcomer Lang central consumable worktexts and Practice Book, ReadyGen Phonics K level, Just Right Reading (Levels A-E) and Keep on Reading (Levels C-F) cosumable worktexts, Ready NY CCLS (Grades 3-6) Continental Press NYSESLAT preparation texts, Side By Side text and workbook (Levels 1 and 2), Bilingual books, photographic learning cards, general instructional supplies such as chart paper, crayons, markers, binders, notebooks, folders and storage containers to support the Afterschool ESL Language Enrichment and Newcomers Program.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other	1236	Three (3) certified ESL teachers will participate in after school Professional Development. These sessions will address analysis of the rubrics for evaluating student performance on the NYSESLAT to improve targeted instruction for the children. Title III funds will be utilized to pay the three participating ESL teachers to attend four (4) 2-hour sessions of after school PD to support the program; the cost = \$1236.24).
TOTAL	11200	11200

**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 30	Borough Queens	School Number 122
School Name P.S. 122		

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 Pamela Sabel	Assistant Principal Anna Aprea and Alba Carlucci
Coach type here	Coach type here
ESL Teacher Audrey Cheng	Guidance Counselor
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Judy Milo
Related Service Provider type here	Other Athena Sfkianos, IEP Teacher
Network Leader(Only if working with the LAP team) type here	Other Ana Reyes, Psychologist

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.	7	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1381	Total number of ELLs	68	ELLs as share of total student population (%)	4.92%
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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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Discrete ESL class	1	1	1	1	0	1	0	0	0	0	0	0	0	5
Pull-out	0	1	2	2	2	0	0	0	0	0	0	0	0	7
Total	1	2	3	3	2	1	0	12						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	62	ELL Students with Disabilities	12
SIFE	0	ELLs receiving service 4-6 years	6	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	62	0	0	6	0	0	0	0	0	68

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	62	0	0	6	0	0	0	0	0	68
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

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	3	4	4	2	0	2								15
Chinese	0	0	0	0	0	0								0
Russian	1	0	0	0	0	0								1
Bengali	2	5	6	2	1	0								16
Urdu	1	0	0	0	0	1								2
Arabic	5	5	5	5	4	3								27
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	1	0	0	0								1
Albanian	0	0	0	0	0	0								0
Other	0	2	2	0	2	0								6
TOTAL	12	16	18	9	7	6	0	68						

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)	1	2	0	3	1	2								9
Intermediate(I)	6	6	3	2	2	3								22
Advanced (A)	6	10	8	3	1	6								34
Total	13	18	11	8	4	11	0	65						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	9	0	6	0	1	0	0	0	
4	4	0	1	0	1	0	0	0	
5	10	0	4	0	1	0	0	0	
6	0	0	0	0	0	0	0	0	
7	0	0	0	0	0	0	0	0	
8	0	0	0	0	0	0	0	0	
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	4	0	2	0	0	0	
8	0	0	0	0	0	0	0	0	

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

New York State Regents Exam					
	Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language	
Comprehensive English	0	0	0	0	
Integrated Algebra	0	0	0	0	
Geometry	0	0	0	0	
Algebra 2/Trigonometry	0	0	0	0	
Math _____	0	0	0	0	
Biology	0	0	0	0	
Chemistry	0	0	0	0	
Earth Science	0	0	0	0	
Living Environment	0	0	0	0	
Physics	0	0	0	0	
Global History and	0	0	0	0	
Geography	0	0	0	0	
US History and	0	0	0	0	
Foreign Language	0	0	0	0	
Government	0	0	0	0	
Other _____	0	0	0	0	
Other _____	0	0	0	0	
NYSAA ELA	0	0	0	0	
NYSAA Mathematics	0	0	0	0	
NYSAA Social Studies	0	0	0	0	
NYSAA Science	0	0	0	0	

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 assessment tools that our school uses to assess the early literacy skills of our ELLs include: LAB-R and NYSESLAT scores, NYC Performance Assessments, ReadyGen and Go Math units of study, TCRWP, Wilson Reading Foundations, and teacher classroom assessments and observations.

Approximately twenty-five percent (25%) of our 2012-2013 ELL population reached proficiency on the Spring 2013 NYSESLAT. The percentage of proficient ELLs is slightly lower than previous years. We attribute this decline in students reaching proficiency due to the examination changes that align with the CCLS, which includes more rigorous content and academic language on the test than years previous. The majority of our ELLs fall within the Advanced and Intermediate levels of proficiency. This data has helped inform our school's instruction plan by adopting ReadyGen to meet the rigor expected in following the CCLS, as well as providing Tier 1 and Tier 2 interventions, differentiated instruction, small group instruction, and 1:1 tutoring to help our ELLs close the gap in reaching grade level standards and proficiency on the NYSESLAT.

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

Data patterns across proficiency levels

After examining the Spring 2013 NYSESLAT results in the overall proficiency levels, we have noted the following pattern:

- approximately 25% of our 2012-2013 ELL population who took the Spring 2013 NYSESLAT reached proficiency
- approximately 40% of our 2012-2013 ELLs who took the Spring 2013 NYSESLAT are at the advanced level
- 25% of our 2012-2013 ELLs who took the Spring 2013 NYSESLAT are at the intermediate level
- 10% of our 2012-2013 ELLs who took the Spring 2011 NYSESLAT are at the beginner level

Percentage of Kindergarten ELL students by proficiency level:

Proficient: 0%
Advanced: 46%
Intermediate: 46%
Beginner: 8%

Percentage of First Grade ELL students by proficiency level:

Proficient: 10%
Advanced: 50%
Intermediate: 30%
Beginner: 10%

Percentage of Second Grade ELL students by proficiency level:

Proficient: 27%
Advanced: 53%
Intermediate: 20%
Beginner: 0%

Percentage of Third Grade ELL students by proficiency level:

Proficient: 50%
Advanced: 20%
Intermediate: 12%
Beginner: 18%

Percentage of Fourth Grade ELL students by proficiency level:

Proficient: 35%
Advanced: 16%
Intermediate: 33%
Beginner: 16%

Percentage of Fifth Grade ELL students by proficiency level:

Proficient: 27%
Advanced: 40%
Intermediate: 20%
Beginner: 13%

Approximately twenty-five percent (25%) of our 2012-2013 ELL population reached proficiency on the Spring 2013 NYSESLAT. The majority of the ELLs who reached proficiency were in the Third Grade. The majority of our ELLs, almost half of our ELL population, are

at the advanced level. We attribute this success to effective classroom teaching, differentiated instruction, and careful instructional planning based on data analysis. We also credit this positive outcome due to the majority of these ELL students' participation in supplemental ESL after-school enrichment classes. This additional learning in their school day helped these ELLs to progress at a more rapid rate in learning their English language skills.

The percentage of ELLs who were at the beginning and intermediate stages are mainly ELLs who are newcomers or struggling students. To help increase their proficiency for 2013-14, we will provide these students with RTI or AIS, and afterschool program support.

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](#))

This year New York State did not report the NYSESLAT by combined modalities. Therefore, PS 122 is unable to provide this information.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Leadership response to data patterns

See number two for student results and patterns across proficiencies and grades on the NYSESLAT. Our school currently has the ESL Freestanding Program only, so all of our ELLs take assessments in the English language and not in their native language. We do provide newcomers with interpreters for NYS Math and Science exams in the upper grades. Another exception would be the Spanish Lab assessment, but apart from this assessment, day to day classroom assessments are given in English.

The school leadership and teachers do not use the ELL predictives to assess our ELLs. Instead our school uses the following assessments to measure the progress of our ELLs against prior LAB-R or NYSESLAT scores and toward proficiency: NYC Performance Assessments, Running Records, ReadyGen and Go Math units of study, TCRWP, Wilson Reading Foundations, and teacher classroom assessments and observations.

Also, the data

indicates our ELLs made exemplary proficiency gains in closing the achievement gap in ELA and Math on state exams Spring 2011. In addition, analyses indicating strengths and weaknesses for each individual student are distributed to ESL teaching staff grades 3-5 and programming is scheduled to meet mandates and/or other special needs.

Content Area Analysis- ELLs taking exams in English

In comparison to previous years, many of our ELLs in the testing grades did not do as well on the NYS examinations. We believe this decline has to do with the changes in the examination that are now more aligned with the CCLS. Below are the results of these examinations:

New York State Math (Grades 3-5)

Data analysis of New York State Mathematics exam for the 2012-2013 school year indicate that 0% of our ELLs in grades 3-5 scored at level 4, approximately 8% scored at level 3, 30% scored at level 2, and 62% scored at level 1. Approximately 20% of ELLs taking the NYS Mathematics exam in Spring 2013 were newcomers. For those students who are not meeting NY State standards, we will provide Response to Intervention (RTI) services, tutoring, and offer a few sessions of after school test preparation to improve their math and test taking skills. Curriculum changes, such as using Go Math, have also been made to align with the CCLS. In addition, teachers will undergo training to help our ELLs narrow the gap in reaching grade level math standards.

New York State English Language Arts (Grades 3-5)

ELLs who entered New York City schools for less than one year are exempt from taking the New York State English Language Arts exam. Of those ELLs in grades 3-5 that did take the exam, none scored at level 4, 10% scored at level 3, approximately 25% scored at level 2, and 40% scored at level 1. For those students who are not meeting NY State standards, we will continue to provide Response to Intervention (RTI) services, tutoring, after-school enrichment classes, and offer a few sessions of after school test preparation to improve their reading and test taking skills. Teachers will also undergo training to help our ELLs meet grade level ELA standards.

New York State Science (Grades 4)

Data analysis of New York State Science exam for the 2012-2013 school year indicate that none of our ELLs scored at level 4, approximately 35% scored at level 3, approximately 65% scored at level 2, and none scored at level 1. Approximately 15% of ELLs taking the NYS Science exam in Spring 2013 were newcomers.

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](#).)

PS 122 uses the following data to guide instruction for ELLs within the RTI framework for grades K-5:

- Lab-R and NYSESLAT scores
- NYS ELA, Math, and Science scores
- NYC Performance Assessments, Fall and Spring
- Units of study assessments related to ReadGEN and Go Math
- Running Records
- Teacher created assessments and observations

The RTI framework that our school uses to guide instruction for our ELLs is a 3 tier approach. The first tier of intervention begins using high quality evidence-based instruction, differentiated instruction, and ELL centered instruction and strategies that provide academic language development and increased proficiency in listening, speaking, reading and writing. If ELL students, who are not newcomers, demonstrate below grade level proficiency on many of the assessment mentioned above, then struggling ELLs will be considered for Tier 2 for more targeted and intensive academic support. If after a period of time a student does not show significant improvement on assessments while on Tier 2, then the ELL student may be recommended for Tier 3 to further tailor instruction related to the language and learning needs of that student.

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

The ELL teaching staff at PS 122 uses best teaching practices to make content learning more comprehensible for our ELL students. These practices include using the Danielson framework, opportunities to use L2 in meaningful ways, opportunities to learn grammar, providing scaffolded instruction, providing researched-based teaching strategies aligned to each standard, providing strategies for academic language development, and providing strategies that relate to improving listening, speaking, reading and writing skills. At the early stages, beginner students are encouraged to use L1 in reading and writing, if skills are present, to have a smoother transition to learning L2. Students are also provided with resources such as a bilingual library and glossaries to increase language development in L2.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Not applicable.

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

PS 122 evaluates the success of its ELL programs by examining the results in students' NYSESLAT scores and other assessments (LAB-R, E NYS ELA, Math, and Science exam, teachers' assessments, Running Records, NYC Performance Assessments etc.). In the past couple of years, we have noticed marked progress from the beginning of the school year to the end of the school year for the majority of our ELLs. In furthering the success of our ELL programs, which are aligned to the CCLS, we use the results of these various assessments to guide classroom instruction, as well as customize instruction for small group and 1:1 instruction and after-school supplemental programming.

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](#).)

ELL identification process

When a new student is registered at our school, the parent/guardian is interviewed by Audrey Cheng, the ESL Coordinator (Bilingual: Spanish/English and dually certified to teach ESL and Grades 1-6) or by Alba Carlucci, the Assistant Principal (Bilingual: Italian/English and holds both a common branch license and ESL), former ESL Coordinator, in English or in the parents' native language with the assistance of an interpreter, if needed. With the ESL Coordinator or Assistant Principal and the assistance of an interpreter, if needed, the Home Language Identification Survey (HLIS) is completed in English or in the Parents' native language, if available. Once the HLIS is complete, the ESL teacher/Coordinator determines if the student is a potential ELL, based on the formula of number of "other" languages on the HLIS. The ESL teacher/Coordinator conducts an informal interview with the child and then determines the appropriate OTELE code which is then entered into ATS by the Pupil Accounting Secretary. This begins the testing process to determine the student's language proficiency via the LAB-R administration.

Within ten days of registration, Audrey Cheng, the school's ESL Coordinator, using Department of Education guidelines, administers the Lab-R exam to evaluate the English language proficiency of the student. The student's eligibility is determined using cut scores provided by the Division of Assessment and Accountability (DAA). If the ESL teacher/Coordinator determines that a student scores below proficiency and requires ESL services, then he/she is placed in the appropriate classroom (ESL or a classroom where ESL push-in services are provided). Students who score at or above proficiency, will be placed in a general education program. If a student is a Spanish speaking ELL, the ESL coordinator will also administer the Spanish LAB. Using DOE timelines, parents are notified of their child's LAB-R results by letter in the home language. If the student requires ESL services, the parent is asked to come to a parent orientation session. At the orientation, parents are informed of their options within the New York City public school system to place their child in any one of the three types of ESL programs: Dual Language, Transitional Bilingual Education, and freestanding ESL. In addition, parents are informed on how they are able to transfer their child to a school with a program that might not be available in our school. All information given to the parents is afforded in the home language, when available.

- The ESL Coordinator and administration review and analyze the NYSESLAT scores when they are received to determine performance level in each of the four (4) modalities.
- Student outcomes and analyses indicating strengths and weaknesses for each individual student are distributed to ESL teaching staff K-5 and programming is scheduled to meet mandates and/or other special needs.
- Periodic Assessments for ELLs are administered and results are tracked to measure progress against prior NYSESLAT scores and toward proficiency.

For Special Education and alternate placement students, the ESL Coordinator checks both the student's IEP (as soon as it is sent to the school, if the child is a transfer student) and test history to determine if he/she is entitled to ESL services. ESL services are provided as per the student's IEP recommendation. An entitlement letter is then sent to the parent informing them that their child will receive ESL services.

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.

Parent Orientations

Parent Orientations are held at the beginning of each school year to ensure that parents understand the three programs available for their child: Transitional Bilingual, Dual Language, and ESL. Entitlement letters are distributed to families, informing them that their attendance is required at the ESL Parent Orientation which is immediately after the 10 day testing time frame. Thereafter, parent orientations are held at other times during the school year, as needed. At the orientation, the ESL Coordinator provides full explanation of ELL program choices. The ESL Coordinator also presents the Orientation Video for Parents of Newly Enrolled English Language Learners and provides a copy of the Guide for Parents of ELLs, an informational brochure, to parents in their home language, as well as the Parent Survey/Program Selection form to complete. Translators, in native languages, and the Parent Coordinator are provided to ensure families understand all aspects of the three programs and have the opportunity to ask questions. Parent Surveys and Program Selection Forms are distributed and collected at the end of the orientation. Follow-up orientations are scheduled as needed to accommodate parents who are unable to attend the initial orientation or for new students who are admitted during the school year. Students are placed based on parent preferences. Signed Parent Selection Forms are kept on file in the ESL Coordinator's office. With this file, a log is kept of parents who have previously chosen TBE/DL program as their first choice, so that if it becomes available, we can easily reach out to these interested parents and inform them immediately.

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

Distribution of entitlement letters

3. Using Department of Education guidelines and timelines (i.e. OELL ELL Administrative Calendar for Schools), LAB-R results for newly identified ELLs and ATS reports used to determine NYSESLAT eligibility, the ESL Coordinator, notifies parents by letter, in the parents' preferred language, of their child's LAB-R results and eligibility for ESL services or the status of an already identified ELL's entitlement of ESL services based on their child's spring NYSESLAT results. Copies of these letters are kept every academic year in the CR PART 154/Title III Binder and stored in the ESL Coordinator's office.

If a newly identified ELL requires ESL services, the parent is asked to come to a parent orientation session. At the orientation, parents are informed of the three ELL program choices available for their child. Interpreters are present to help the parents understand the choices. The DOE orientation video and translated brochures are also available to help parents make a program choice best suited for their child. Parent Surveys and Program Selection Forms are distributed in English and the parents' preferred language and collected at the end of each orientation. Follow-up orientations are scheduled, as needed, to accommodate parents who were unable to attend the initial orientation or for new students who are admitted during the school year. Students are placed based on parent preferences. Signed Parent Selection Forms are kept on file in the ESL Coordinator'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.

Procedures followed to place identified ELLs

PS 122 follows and uses Department of Education guidelines and timelines, Parent Orientations, as well as Parent Surveys to place identified ELL students in a program. The ELPC screen in ATS is updated within 20 days from student's enrollment, indicating parents' preferred program.

Procedures followed to place identified ELLs

Trends in Parental Selections

In reviewing the completed Parent Survey and Program Selection Forms, the trend for the past few years has been almost exclusively the English as a Second Language Program as the program of choice for parents of ELLs at PS 122.

Aligning Programs with Parental Choices

In keeping with Department of Education's policy of involving parents in the decision making process, P.S. 122Q aids any parent who chooses a TBE or DL program to find an appropriate classroom setting for their child within the district. Due to the small numbers in any one language group and the lack of interest or request by parents, we do not have a bilingual program. In order to provide a program with continuity and in the best interest of our ELLs, English as a Second Language with native language support is the program we offer at our school.

Please refer to #3, previous answer, for more details pertaining to this process.

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 steps taken annually to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) include the following:

- The school's ESL Coordinator ensures that all ELLs receive the NYSESLAT annually to meet the federal requirements of No Child Let Behind and CR Part 154. The use of ATS reports, such as the RLER, and school documentation of newcomers who were administered the LAB-R that may not yet appear on the RLER prior to testing, are used to make sure all ELLs receive the NYSESLAT.
- Staff responsible for administering the NYSESLAT include the ESL Coordinator and dually licensed ESL/Common Branch teachers, Grades K-5.

• Following NYSESLAT administration guidelines provided by the Department of Education and DOE timelines, the ESL Coordinator ensures the following:

-The speaking subtest, administered by the ESL Coordinator, is administered to students individually at a location separate from other students. In accordance with new statewide scoring rules, a dually licensed ESL teacher will be assigned to administer and simultaneously score the Speaking subtest if it's the ESL Coordinator's student.

-The Listening, Reading, and Writing subtests are administered to groups of ELLs on separate days. The ESL Coordinator provides make-up test dates for absentees, which are any remaining days left within the designated testing period.

-The ESL Coordinator administers the NYSESLAT to ELLs with disabilities, making sure to follow testing accommodations specified in

the student's IEP or 504 Accommodation Plan (504 Plan) with the exception that the Reading subtest may not be read to any student and students may not receive assistance with or have their responses corrected for spelling, grammar, paragraphing, or punctuation on the Writing subtest.

-all ESL teachers administering the listening subtest are given CD players for administering the Listening subtests in grades 2 and above..

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. [i](#)

Trends in Parental Selections

In reviewing the completed Parent Survey and Program Selection Forms, the trend for the past few years in program choice by parents has been almost exclusively the English as a Second Language Program.

Aligning Programs with Parental Choices

In keeping with Department of Education's policy of involving parents in the decision making process, P.S. 122Q aids any parent who chooses a bilingual program to find an appropriate classroom setting for their child within the district. Due to the small numbers in any one language group and the lack of interest or request by parents, we do not have a bilingual program. In order to provide a program with continuity and in the best interest of our ELLs, English as a Second Language with native language support is the program we offer at our school.

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])?

Delivery of instruction

Our school employs an English as a Second Language with Native Language Support Program. All ELL students, some former ELL students (those needing additional support), and alternate placement and Special Education students, are for the most part, either in a discrete ESL class or are serviced by a push-in/pull-out ESL teacher. Seven teachers are certified English as a Second Language teachers. In Kindergarten through fifth grade classes, ELLs are generally placed in heterogenous, discrete ESL classes, primarily composed of fifty percent or less of ELLs/former ELLs (in grades 1-5), and the remainder is composed of General Education students.

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)?

Instructional minutes

At PS 122, the ESL program schedule for all ESL Freestanding classroom settings and push-in/pull-out services follows the required time as set by CR Part 154:

- **Beginners**
360 minutes of ESL per week through content area using ESL methodology (Balanced Literacy and or Math).
- **Intermediate**
360 minutes per week for all ELLs per week through content area using ESL methodology (Balanced Literacy and or Math).
- **Advanced**
180 minutes per week of ESL instruction through content area using ESL methodology (Balanced Literacy and or Math).

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.

Delivery of content areas in each program model

Teachers use ESL methodology to teach their students throughout the content areas, such as the Sheltered Instruction Operational Protocol (SIOP) model for science, social studies, mathematics, and other core curriculum subjects. Special attention is applied to learning academic language, content area vocabulary and skills. Bilingual glossaries, manipulatives, and picture dictionaries are used. Lesson plans include ESL Standards as well as CCLS. ELLs in Special Education and CTT classes are serviced by a push-in/pull-out ESL teacher. The push-in/pull-out teacher works with the ELLs through the content area subjects in collaboration with the classroom teacher. Teachers meet to plan instruction and analyze student performance at weekly collaborative preparation periods. The push-in ESL teacher provides support services in vocabulary development, making lessons comprehensible, and facilitating language acquisition. The push-in model helps to decrease travel time and increase in-class instructional time.

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

Native language evaluation

In order to ensure that ELLs are appropriately evaluated in their native language, PS 122 ensures the following:

1) During the ELL identification process, Spanish-speaking students who do not pass the LAB-R are assessed in their native language using the Spanish LAB in order to determine language dominance. 2) Since our school only offers a Freestanding ESL Program, we only provide native language evaluation of math and science during NYS testing for math and science. Following DOE guidelines, we ensure that Newcomers or ELLs who feel more comfortable taking a NYS math or science exam in their native language are given that opportunity. This accommodation is provided by giving students alternative language editions when available in their language. When alternative language editions are not available for lower incidence languages, then our school ensures that a translator is provided to translate the questions on the exam for the student and permitting the child to write the answers in his/her native language. Translators are selected by bilingual pedagogues and/or hired by approved DOE translation vendors. Our schools follows NYS and DOE guidelines in scoring these exams.

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

Our ELL teaching staff ensures that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by referring to the following assessment results: LAB-R and NYSESLAT, NYC Performance Assessments, ReadyGEN and Go Math units of study assessments, Running Records, Wilson Reading Foundation Assessments, and teacher created assessments and observations.

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).

Differentiating instruction for ELL subgroups

In order to differentiate instruction for ELL subgroups, homeroom ELL teachers and push-in/pull-out ELL teachers provide 1:1 and small group lessons and activities that are tailored to various ELL students' needs. Homeroom ELL teachers also collaborate with AIS providers that offer tailored support services for the following ELL subgroups: ESL newcomer students, ELLs who are performing under grade level, long-term ELLs, and SIFE students. In addition, the ESL teacher provides one-on-one and/or small group instruction using various strategies, including Wilson and Foundations as targeted intervention programs. We also invite these students to attend the After-School ESL Enrichment Program. Summer school is offered as appropriate. Other community programs are recommended for continued learning. If the classroom teacher feels that the student needs more intense intervention, the teacher will consider RTI, Tier 2 and 3, to help the student. If after Tier 2 and 3, an ELL continues to struggle, the teacher will discuss her concerns with the Instructional Support Committee. Upon their recommendations, an IEP teacher will then administer an unofficial diagnostic screening to design an instructional program to help the student. The IEP teacher will then service the student on a one to one basis, according to the student's needs for up to three times per week.

For ELLs in Special Education or Collaborative Team Teaching classes, the push-in teacher analyzes their Individual Educational Plan together with their NYSESLAT scores. The ESL provider works in collaboration with the classroom teacher to differentiate instruction to ensure the student's needs are met. Balanced literacy lessons are made comprehensible for these students to enable them to increase their reading and writing skills. Lessons are infused with vocabulary development to increase language acquisition.

As a transitional plan for Former ELLs (FELLs) who recently passed the NYSESLAT, AIS services are provided, if needed. FELLs are also invited to attend the After-School ESL Enrichment Program, if the parent and teacher feel the student can benefit from the extra instructional time. The ESL office in our school is always open to these students and they are encouraged to stop by to borrow books, receive extra help, use department computers for class assignments, and discuss any needs or concerns they may have.

We currently do not have any SIFE students, but if a SIFE student were to enroll at our school, we would follow the NYS DOE Guidelines for Educating Limited English Proficient Students with Interrupted Formal Education (LEP/ ELL SIFE). Therefore, a SIFE's instructional plan would include the following: selection of appropriate instructional materials, building background knowledge, explicit vocabulary instruction in the content areas, scaffolding, and SIOP instruction.

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?

Instructional strategies & grade-level materials used by teachers of ELL-SWDs

In order to provide access to academic content areas and accelerate English language development, Teachers of ELL-SWDs use best teaching practices, Teachers College methods for reading and writing, and the SIOP model to deliver instruction. Grade level materials for these students include the following: teacher created materials, Wilson, Words Their Way for ELLs, Rigby Reading Program for ELLs, LeapFrog reading program, GPS Reading Program, bilingual libraries, bilingual dictionaries/glossaries, Go Math, ReadGEN, FOSS kits for science in grades K-5, Foundations, Harcourt for 2nd grade Social Studies and for Science supplement, NYSESLAT test prep booklets, and technology resources, which include RAZKIDS and other web-based, child-friendly sites. We use Great Leaps as appropriate. All classes have leveled classroom libraries, including English language and multiple languages. Many of our classroom and content specialty rooms are equipped with SMART boards, and all have computers and projectors to improve student learning.

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?

Meeting diverse needs of ELL-SWDs

All ELLs are afforded equal access to all school programs through equitable programming of courses, enrichment programs and opportunities, and school events. ELL-SWDs participate in all aspects of school activities, including but not limited to physical education, art, music, dance, trips, and after-school programs. For ELLs in Special Education or Collaborative Team Teaching classes, the push-in teacher analyzes their Individual Educational Plan together with their NYSESLAT scores. The ESL provider works in collaboration with the classroom teacher to differentiate instruction for the particular student to ensure the student's needs are met. Balanced literacy lessons are made comprehensible for these students to enable them to increase their reading and writing skills. Lessons are infused with vocabulary development to increase language acquisition. In addition, content specialists are provided with professional development to enhance their instruction, incorporating English language strategies in a least restrictive environment. SETTS and related services providers are often also provided with professional development in English language acquisition to better serve their students and meet their diverse needs.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

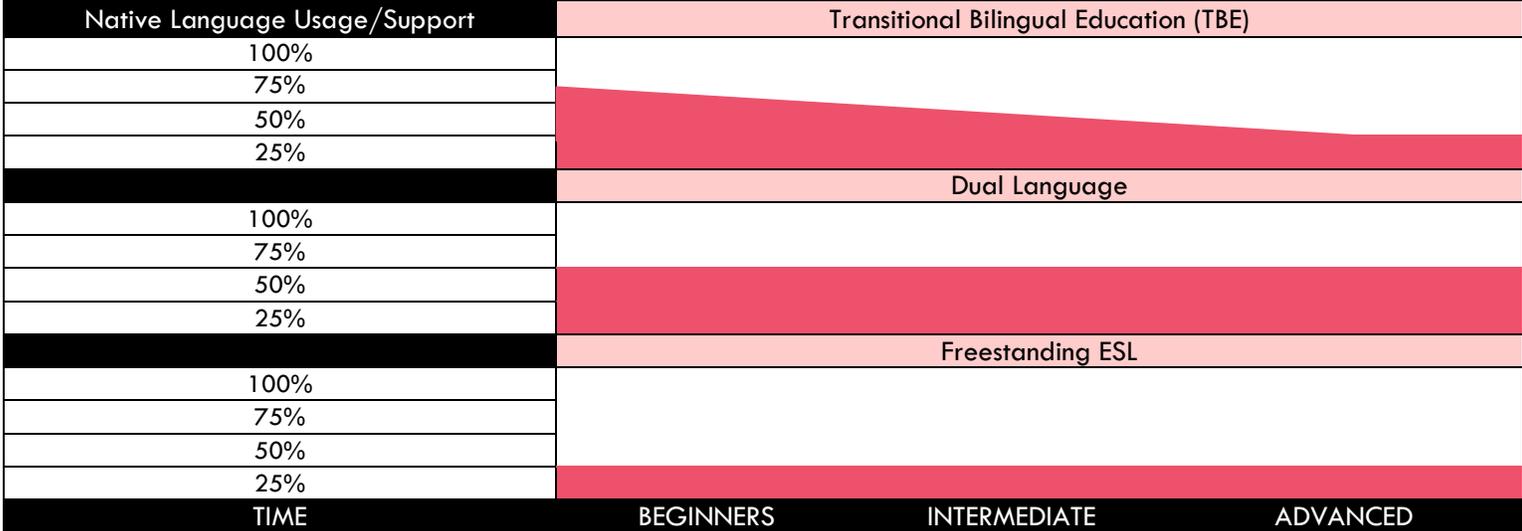
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Description of targeted intervention programs for ELLs in ELA, math, and other content areas
- To ensure that we service all students, we employ Academic Intervention Services (AIS) for newcomer ESL students, students in the general education population (FELLs) eligible for ESL services, SIFE students, students with an IEP, and long-term ELLs, receiving 4-6 years service. In addition, the ESL teacher provides one-on-one and/or small group instruction using various strategies, including Wilson and Foundations as targeted intervention programs. We also invite these students to attend the After-School ESL Enrichment Program. Summer school is offered as appropriate. Other community programs are recommended for continued learning. If the classroom teacher feels that the student needs more intense intervention after a student as received the first level of RTI, the teacher will discuss her concerns with the Instructional Support Committee. Upon their recommendations, an IEP teacher will then administer an unofficial diagnostic screening to design an instructional program to help the student. The IEP teacher will then service the student on a one to one basis according to the student's needs for up to three times per week. Currently, volunteers from Learning Leaders are being trained by our school's Resource Room Teacher in Wilson Foundations to assist in AIS for newcomer ELLs. Newcomer ELLs across the grades, needing AIS, will be paired with a Learning Leader that speaks the same home language as the child. In addition, RTI, response to intervention for reading will address individual student needs and provide small group activities to help struggling students, including ELLs, in grades K-2.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- In response to our NYS tesing results of last spring, our current programs are in a transition process in helping our ELLs meet the rigor of the CCLS by increasing instruction in academic language development to improve listening, speaking, reading, and writing skills, as well as helping our ELL build on their knowledge in the content areas.
11. What new programs or improvements will be considered for the upcoming school year?
- New programs or improvements for the upcoming school year
- Due to demonstrated student progress after participating in last year's ESL after-school programs, PS 122 will continue to offer its after-school newcomers program and enrichment program for ELLs that are more aligned to the CCLS. The only change we hope to make in supplemental after-school programing, budget permitting, is to offer these students more sessions than in the past. We are also currently working on having volunteers from Learning Leaders trained by our school's Resource Room Teacher in Wilson Foundations to assist in AIS for newcomer ELLs. Newcomer ELLs across the grades, needing AIS, will be paired with a Learning Leader that speaks the same home language as the child. In addition, we are using RTI, response to intervention program for reading, which will address individual student needs and provide small group activities to help struggling students, including ELLs, in grades K-2.
12. What programs/services for ELLs will be discontinued and why?
- Discontinued programs and services
- Due to the success of the programs and services offered in the previous academic year, PS 122 will continue to offer the same programs and services for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Equal access to all school programs
- All ELLs are afforded equal access to all school programs through equitable programming of courses, enrichment programs and opportunities, and school events. ELLs participate in all aspects of school activities, including, but not limited to, physical education, art, music, dance, trips, and after-school programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials used to support ELLs
- Materials used to support ELLs include bilingual literature/dictionaries/glossaries, Go Math, ReadyGen, FOSS kits for science in grades K-5, Foundations, Harcourt for 2nd grade Social Studies and for Science supplement, Leapfrog, NYSESLAT test prep booklets, Wilson, Words Their Way, and technology resources, which include RAZKIDS, and other web-based, child-friendly sites.

We use Great Leaps as appropriate. All classes have leveled classroom libraries, including English language and multiple languages. Many of our classroom and content specialty rooms are equipped with SMART boards, and all have computers and projectors to improve student learning.

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

Delivery of Native language support in each program model

The ESL teaching staff uses various ELL strategies to teach their lessons across the content areas, with native language support, so students develop language and content knowledge in English. Students are provided with bilingual picture dictionaries, bilingual word to word dictionaries, bilingual libraries with rich literature in various genres to help new ELLs develop their academic language skills. Newcomers are often encouraged to write in their home language during the writing block and other periods of the day to help make the transition from learning in their home language to English only. When possible, students are partnered with a peer that speaks his/her home language to help the student follow the classroom flow of the day.

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

Required services support and resources correspond to ELLs' ages and grade levels

Required services support and resources correspond to ELLs ages and grade levels through careful attention to student class/grade placement, grouping for small group instruction, and AIS.

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.

Assisting newly enrolled ELL students before the beginning of the school year

We assist new enrolled ELLs before the beginning of the school year by inviting them to the school district's summer school ELL enrichment program, if available. If an email address has been provided, the Parent Coordinator will send information of City wide DOE parent events that are helpful to both new ELLs and their parents.

18. What language electives are offered to ELLs?

Language electives offered to ELLs

PS 122 provides English and translation of content area learning and assessment in various languages to the greatest extent possible. Our goal is to offer our newcomer ELLs academic resources in their native language for day to day classroom learning and professional translators for New York State required assessments.

19. For schools with dual language programs:

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

Not Applicable.

C. Professional Development and Support for School Staff

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

PD Plan for all ELL personnel

1. P.S. 122 Professional Development will focus on providing PD to our ESL teaching staff in the use of data to inform instruction, specifically, ATS Reports (RNMR and RLAT), NYC Performance Assessments, ReadyGen and GoMath units of study assessments, ARIS, and item skills analysis.

Professional Development in-house for our ELL teaching staff will address the following areas: data analysis, guided reading, vocabulary development, resources and use of native language supports for newcomers, best teaching practices, CCLS, and Danielson Framework.

Professional Development offered to teachers of ELLs related to Common Core Learning Standards

2. The goal of our school is to ensure that all ELL teaching staff are well trained in helping our ELLs make the CCLS achievable for them. This training will be fulfilled by attending workshops offered by the DOE, CFN Training, in house Professional Development, Hunter College and other content related sources.

Professional Development sessions recommended to our teachers include, but

are not limited to, the following areas: RTI for ELLs, best teaching practices in the content area subjects, strategies for academic language development, Danielson Framework, and adapting content area through the Sheltered Instructional Protocol, and using data to inform instruction.

Supports for ELLs transitioning from elementary to middle school

3. In order to support our staff to assist ELLs as they transition from elementary to middle school, PS 122 encourages its ELL teaching staff to attend in house professional development or outside workshops, providing training in best teaching practices and strategies that are transferrable to middle school. Mentoring is also available to support our staff.

In addition, PS 122 supports its staff by helping the parents of ELLs make an informed decision about their child's transition from PS 122 to a middle school. The Parent Coordinator assists in this effort by organizing a fifth grade trip to a local middle school, PS 141, for students and parents to view the school and have opportunities to ask questions and speak with designated staff at PS 141. In addition to the field trip, the Parent Coordinator also organizes a series of free workshops at our school to help parents and children make a transition to middle school. The workshop series is entitled "How Can I Help My Child in Middle School?" Presenters at the workshops are Learning Leaders volunteers. The presenters cover the following topics: what are middle schools like?, changes during adolescence, skills needed to do well in 6th grade, and opportunities for parents (i.e. college, GED, ESL classes, computer classes, etc.)

7.5 Hours of ELL training

4. Our school's goal is that all general education teachers and ELL teaching staff are trained in dealing with English Language Learners in all phases of language acquisition. This training will be fulfilled by attending workshops offered by the DOE and Teachers College in order to be in compliance with the State Department of Education. These PD opportunities will focus on proving differentiation of instruction both during the school day and during the ESL Afterschool Enrichment Program. In house professional development will focus on best teaching practices, building a strong Tier I for core instruction, RTI for ELLs, and Vocabulary instruction in the content areas. The ESL Coordinator keeps a record of the school's staff meeting the minimum 7.5 hours of ELL training (10 hours for special education teachers). In order to receive credit for these hours, certificates of completion, agendas and attendance records are also filed and recorded in a binder labeled 7.5 Hours ESL Teacher Training held in the ESL Coordinator's Office.

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?

Parent involvement

1. Our school recognizes and values involvement and participation with the parents and the community. PS 122 encourages broad participation of the families of our students through PTA meetings, parent workshops during the day, after school and in the evening workshops on such topics as English language acquisition, nutrition, community resources, understanding and analyzing student assessments, using ARIS online, using computers and technology, and parenting skills. A full-time Parent Coordinator serves as liaison to the community and provides outreach to engage the families as partners in the success of their children. The Parent Coordinator also maintains a family friendly room to further encourage parent involvement in a nurturing way. The school newspaper, published four times a year, and letters and notices translated in the main native languages where possible, establishes ongoing communication between the home and school. The Parent Coordinator maintains an updated distribution list to send relevant information via email where parents have provided their email accounts. Currently, the Parent Coordinator is working on improving communication with parents through the school's E-Board.

Partnering with other organizations

2. With the help of our Parent Coordinator, PS 122 partners with various organizations such as Learning Leaders, Cornell Cooperative Extension, Health Plus, NAMI: National Alliance on Mental Illness, and Arab American Breast Cancer Education and Referral Program (AMBER) just to name a few. Currently, volunteers from Learning Leaders are being trained by our school's Resource Room Teacher in Wilson Foundations to assist in AIS for ELLs. ELLs across the grades, needing AIS, will be paired with a Learning Leader that speaks the same home language as the child. With regard to nutrition, the Cornell Cooperative Extension offers a series of 8 to 10 parent workshops in English and Spanish. Cornell also offers a workshop for parents on financial planning. In working with Health Plus, their representatives help provide parents with information about healthcare. In order to increase breast cancer early detection awareness, a representative from AMBER, an Arabic speaker from NYU, provides breast cancer education and screening information in the Arabic language to the female, Arabic speaking parent community of our school.

Evaluating the needs of parents

3. In order to address the needs of parents, parent surveys are often distributed schoolwide to invite suggestions for future activities and workshops. In addition, our administration, guidance and department coaches and specialists along with the Parent Coordinator, as well as other staff, are always available to address concerns through conferences, meetings, and telephone conversations.

Addressing the needs of parents

4. We offer workshops and activities based on parent feedback on surveys. The Parent Coordinator and other school staff work hard to accommodate parent availability to attend workshops and meetings in either morning, mid afternoon, afterschool, or evening hours. The Parent Coordinator also offers a lending library with books and DVDs. The library contains K-5 children's books, to encourage parents to read with their children, and information for parents on character building and social issues. Last year, the Parent Coordinator offered parents of ELLs beginner level computer classes. This year there will be a beginner and intermediate level computer classes for parents of ELLs.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: PS122

School DBN: 30Q122

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Pamela Sabel	Principal		11/15/13
Anna Aprea and Alba Carlucci	Assistant Principal		11/15/13
Judy Milo	Parent Coordinator		11/15/13
Audrey Cheng	ESL Teacher		11/15/13
	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
Athena Sfkianos	Other <u>IEP Teacher</u>		11/15/13
Ana Reyes	Other <u>Psychologist</u>		11/15/13
	Other _____		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: 30Q122 School Name: PS122

Cluster: 4 Network: Children First Network 410

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.

At P.S. 122Q written translation needs have been assessed by running a RPOB report from ATS to analyze the number of home languages as per the Home Language Identification Survey forms filled out by the parents of our students. We found the major languages spoken other than English to be as follows: Spanish, Bengali, and Arabic. In addition to the analysis of the RPOB, we send out a parent survey informing them of the Department of Education's intention to provide translation and interpretation services for parents who need them. In order to provide parents with appropriate and timely information in a language they can understand, we also asked parents to fill out a survey indicating what language they would need translation in.

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.

In 2009-10, PS 122 conducted a successful school-wide survey, asking parents if they had translation and interpretation needs and their language preference. After conducting this school-wide survey, we now make sure to survey all new incoming students to ensure that no particular child's family is left out of this process. These responses are recorded and maintained from year to year by our school. Taking into account last year's feedback and this year's feedback to date, parental responses continue to indicate the highest need for these services to be in the following languages: Spanish, Bengali, and Arabic.

Each academic year, since the inception of the first survey started February 2007, the teaching staff receives a memo and a list of students whose parents requested translated information in their home language.

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.

At P.S. 122 we plan to provide translation of critical documents, major announcements of meetings (e.g. Parent Teacher Conferences), after-school programs, parent workshops, and parental options concerning their child. By sending these parents translated documents, we hope to enable all parents to be informed participants, as well as active in all aspects of our school community. Translation services will be provided by in-house staff when feasible or the NYCDOE Translation and Interpreting Unit.

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.

Interpreting services will be provided to parents during Parent Teacher Conference days in November and March. We purchase these interpreting services from a DOE approved contractor and/or use in-house school staff who are fluent in the following top three languages present in our school community: Spanish, Bengali, and Arabic. This service helps PS 122 facilitate interpreting services to parents on Parent Teacher Conference days, during afternoon and evenings hours. In addition, for lower-incidence languages, we provide our staff with a designated area in the main office to access the DOE Translation Unit telephone hot line to conduct over-the-phone interpretation services to conference with parents who need it. For on-site interpreters (Spanish, Bengali, Arabic, Hindi, and Urdu), teachers call down to the main office and request a translator to go to his/her classroom, as needed. We feel this is a crucial time to ensure that parents have a complete understanding of their child's needs and assessments.

We also intend to provide interpreting services for ELL related parent information meetings and orientations, Family Culture Nights, and various curriculum workshops given throughout the year. PS 122 also uses these opportunities to inform the parents of how to become involved in their child's education. We firmly believe that by working together in partnership we can elevate the level of each child's achievement.

During other times (IEP meetings, annual conferences, etc.), we provide in-house interpretation by school staff. We also make use of the interpreting telephone services offered by the NYCDOE Translating and Interpretation Unit.

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>.

PS 122 is fulfilling notification requirements by sending written notification in the covered languages of parents' rights regarding translation and interpretation services and instructions on how to obtain these language assistance services. We have also posted in many of our school's entrances, and in the main office, large posters, in the designated NYC DOE languages, indicating that parents may obtain copies of written notification in the Parent Coordinator's room. In addition to utilizing the NYC DOE Translation and Interpretation Unit over-the-phone-translation service, our school safety plan includes the names of available in-house staff, which is utilized by our staff to help parents communicate their needs and concerns with school administrative offices. These precautions are taken to avoid language barriers between parents and the school.