

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

**DBN: (i.e. 01M001):**

**25q129**

**School Name:**

**PATRICIA A. LARKIN PS 129**

**Principal:**

**MARILYN ALESI**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 25q129  
School Type: Public Grades Served: PK-5  
School Address: 128-02 Seventh Avenue College Point, NY 11356  
Phone Number: 718-353-3150 Fax: 718-321-2476  
School Contact Person: Marilyn Alesi Email Address: malesi@schools.nyc.gov  
Principal: Marilyn Alesi  
UFT Chapter Leader: Denise DiLiberti  
Parents' Association President: Denise Kilpatrick/Danielle Zuvich  
SLT Chairperson: Angela Fiorenza  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 25 Superintendent: Danielle DiMango  
Superintendent's Office Address: 30-48 Linden Place Flushing, NY 11354  
Superintendent's Email Address: DDimango@schools.nyc.gov  
Phone Number: 718 281-7605 Fax: 718-218-7519

**Cluster and Network Information**

Cluster Number: 2 Cluster Leader: Despina Zacharis  
Network Number: 204 Network Leader: Diane Foley

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Marilyn Alesi	*Principal or Designee	
Denise DiLiberti	*UFT Chapter Leader or Designee	
Denise Kilpatrick	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Danielle Zuvich	PTA Co President	
Angela Fiorenza	Assistant Principal/Staff	
Antonella Rolleri	PTA Vice President/ Parent	
Danielle Pisanti	Guidance Counselor/Staff	
Christine Passos	PTA Secretary/Parent	
Any Bienkowski	IEP Teacher/Staff	
Gina Holmes	PTA Treasurer/ Parents	
	Member/	

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

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

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

#### The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## The Quality Review and the Capacity Framework

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

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

#### **Section 4: CEP Overview**

Develop a narrative summary that includes:

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

## 1. Our school mission statement summarizes our goals for P.S. 129.

“Children can...”

“Through a commitment to educational excellence, in a secure and supportive environment, the P.S 129 community will inspire students to become lifelong learners and to develop a strong sense of self-worth and respect. We facilitate scientific discovery, artistic creativity, and the use of technology. We respect different learning styles and encourage students to become independent thinkers and responsible citizens in a diverse world.”

P.S. 129 is located in College Point, Queens. College Point is a historical neighborhood with many one and two family homes. Traditionally, College Point has been a stable community with many long- time residents. Within the last ten years there has been a major increase in population in the community. Several multiple family dwellings have been constructed in place of some one family homes. We are proud of our diverse school community with multi-ethnic backgrounds. We have approximately 1125 students in grades PK – 5. In addition to our general education population, we have 9 ICT Co- teaching classes and 5 Self Contained Special Education classes of which we are very proud. Our ELL teachers provide an English as a Second Language program to assist children for who English is a second language. We have approximately 160 students in our current ELL program.

Currently, all grades are using Go Math and Ready Gen, the Core Curriculum provided by NYCDOE. Teachers adapt these programs to meet the needs of their students.

Our arts program consists of full-time visual arts, dance, drama and music teachers, allowing students to access in all four arts disciplines. We have partnerships with Marquis Studios, Richard Bluthal, Historical Society; Brooklyn Conservatory of Music, The New York Debate League and Dancing Classrooms. We provide instruction in vocal music for all K, 1 and 2 students, recorder and ‘Dance on Broadway’ for all third grade students; Circus Arts and ukulele for all fourth grade students and Ballroom Dancing, Digital Architecture and Debate Team for all fifth grade students. Our students have reached the finals in Queens for the past three years and in 2008 we were the City Champions in Ballroom Dancing. Health and Physical Education are important components of our school. We have a ‘Wildcats’ Basketball and Cheerleading team.

We are proud of our Anti-Bullying campaign for which we were highlighted on the DOE website. Students in grades 4 and 5 are mentors for our younger children to help solve problems and become big brothers and sisters.

We are fortunate to have an active P.T.A. Parents participate in school decision-making policies through the School Leadership Team. Our Parent Coordinator provides several workshops per month. One of the highlights is our after school parent-child arts and crafts workshop. In addition, our teachers have worked together on parent presentations for several Tuesday afternoons to help bring parents into the building and share ways to help their children, bridging the home-school connection.

## 2. Strengths and Accomplishments:

PS 129 celebrates its promising practices. Our programs foster a sense of respect and pride in our students. Students learn how to treat each other as equals, learn the basics of chivalry, and take great pride in their performances throughout the year.

In the springtime, our fifth grade students will participate in the Young Debaters Program. We have partnered with attorney, Richard Celestin, who will be setting up a debate tournament in a courtroom setting for students who excel in this program.

We have both a Health Fair as well as Career Day, which are both aligned to college readiness and preparing students for their lives post-elementary school. Our Physical Education teachers launched the Health Fair last year. It highlighted healthy food choices, such as smoothies and carrots, a demonstration on the dangers of sugar, and

movement stations consisting of Yoga and Zumba. Career Day is an event put together by our guidance counselors. Volunteers come in to share a little about their careers and children get a better understanding of how the skills they learn in school can and will apply to real life situations.

Students are exposed to technology at a young age. Our Mac Computer lab classroom is utilized by our students. In addition, students are able to access laptops and IPADS in their classroom for research and student work. Each classroom is outfitted with a SMARTBOARD and each teacher with an iPad. This helps to prepare students for the technological changes to the world around them.

We celebrate students' good work through writing celebrations, our annual awards night, student arts performances and social studies celebrations.

Through professional development on new aspects of the Danielson Rubric, Go Math, ReadyGen, and the GoldMansour-Rutherford Workshop, teachers are constantly refining their practice. Our teachers work collaboratively in professional learning communities to analyze student data and direct student learning objectives. They also create and share rubrics that are given to students prior to beginning projects and activities, so that students are constantly aware of expectations set for them.

What we are most proud of in our school and needs to be celebrated is that we are a collaborative community. We work together in order to make sure that each person, whether child or adult, is reaching his or her maximum potential.

#### Challenges:

One of the challenges we face is the movement of students to and from their countries. Parents are told that these are illegal absences but they continue to take month long trips. This loss of continuity causes a great lapse in the child's education and language proficiency.

Another challenge is keeping up with the technology. Equipment becomes outdated and the cost of equipment is more than our budget allows.

Lastly, is the fact that we have encountered a space issue and are in need of another addition to the building. The population in our area of College Point has grown over the past few years. Our k, 1 and 2 classes have 8-9 classrooms on a grade. As these grades grow, it will be difficult to find appropriate space for the students.

#### 3. Areas of Growth:

Teacher collaboration has been a major growth area this past year. This year teachers are opening their doors to each other for inter- class visitations to share best practices and to improve their practice. Adapting the curriculum to create more focused lessons has also been a major area for growth.

Our instructional focus this year is "Through the use of high level text-based questions and discussions that are both cognitively challenging and accessible, students will develop communication and collaboration skills with a focus on building students' persistence in new or challenging tasks. This will be evident in students' ability to justify and explain their thinking in all core subjects."

Additional key areas of growth are as follows:

Based on an in-depth analysis of the School Quality Guide and data files, there was an increase in the overall median adjusted growth percentile for the state ELA exam. In 2012-13, the data indicated 29.8% of the peer range while in 2013-14, the data indicates 41.3%.

Additionally, there was a 3.1% increase in the number of students reaching proficiency on the state math exam when compared to the peer range. In 2012-13, the data indicated 80.3% of the peer range while in 2013-14, the data

indicates 84.1% of the range.

Key Areas of Focus are:

There was a decrease in the ELA Average Student Proficiency. In 2012-13, the data indicated and average student proficiency of 2.82 while in 2013-14, the data indicates 2.78. We will focus on improving ELA scores.

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

- 1. As a result of our latest Quality Review, we received a score of Proficient in 1.1 and the suggestions to increase to well-developed status was as follows:

Further the refinement of curricula to the Common Core Learning Standards (CCLS) and instructional shifts across all subjects to deepen cognitive engagement for all learners. (1.1)

While the English language arts and math curricula are aligned to the CCLS, the curricula for social studies and science do not fully integrate CCLS and instructional shifts. There is a strong focus on college and career readiness skills in all grades, with units emphasizing tasks that require students to read and cite evidence from texts to support ideas and arguments, discuss their work with peers, and make class presentations. For instance, a fifth grade lesson had students working with partners to gather information about rain forests by using multiple texts to support their answers with evidence. However, while students engaged in high-level discussions and rigorous tasks across classrooms, higher achievers were not always provided with meaningful extensions. During the parent meeting, some concerns of parents were that their children are higher achievers, and would like the school to regularly integrate extensions to further challenge their children's thinking.

While we agree that all children need to be challenged, we will continue to challenge our higher achievers in completing more complex tasks and enrichment topics.

We disagree that the social studies and science curricula does not fully integrate the instructional shifts. We follow the city and state's social studies curricula, which thoroughly integrates the standards and shifts.

2. We have a very collegial staff, who work together as both grade teacher teams and cross-grade teacher teams. For the past year, teachers have worked on filling in any gaps in the Ready Gen reading and writing programs. The teachers have done an excellent job in trying to provide rigorous instruction in reading and writing. Although the Pearson company tried to revise their writing program, there still remain many gaps that the teachers work on continuously.

Teachers have analyzed the item skills analysis from the ELA 2013-2014 exam and have noted that an increase in vocabulary development and analysis of figurative language are a need. Reading informational text became a need for our younger students while literature was more of a problem for older students.

In addition, we must work on increasing our average student proficiency in ELA based on the fact that there was a decrease in the ELA Average Student Proficiency. In 2012-13, the data indicated an average student proficiency of 2.82 while in 2013-14, the data indicates 2.78

## Part 2 – Annual Goal

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

By June 2015, 80% of teachers will receive a rating of effective or highly effective in areas 3B and 3C (Using Questioning and Discussion Techniques; Engaging Students in Learning), as evidenced by teacher observations based on the Danielson Framework. This will result in 50% of students in grades 3-5 scoring a level 3 or higher on the Ready Gen MAY performance based assessment.

## Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
1. Professional Development Mondays will be devoted to focus groups and discussions about inter-visitations to improve teacher practice and improve student outcomes.	Teachers of grades K-5	October 2014 – June 2015	Principal, Assistant Principal, Supervisors, teachers
2. Scaffolded learning will be a priority in the development of lessons and adapting the curriculum to meet the needs of ELL and SWD students. We continue to provide GoldMansour –Rutherford techniques to assist all learners. RTI and AIS services will be provided to students in need.	All students	September 2014-June 2015	Teachers, administrators
3. Parent Workshops will be conducted throughout the year by each teacher and the Parent Coordinator to help bring a supportive and collaborative school-home connection. Workshops will be grade and content area specific.	Parents	September 2014-June 2015	Principal, Assistant Principal, Parent Coordinator, Teachers
4. Trust will be evident by de-privatizing teacher practice and teacher-teacher-supervisor meetings.	All staff	September 2014-June 2015	All Staff

## Part 4 – Resources Needed

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

Resources include classroom teachers, cluster teachers, technology resources, guided reading libraries, math manipulatives, common preps and coverage for teachers to complete inter- visitations.

## Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	<b>Tax Levy</b>	x	<b>Title I Basic</b>	x	<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

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

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

1. We will monitor progress through Ready Gen Mid-Year Performance Assessment and Mid- Year Assessments in Go Math.

2. We will administer these assessments in February 2015.

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

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

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## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<p>3. Data from the <u>school environmental survey</u> shows, 99% of the parents feel that their children are safe; 97% feel that there is a person that their children trust and can go to for help; 99% state that students with disabilities are included in all school activities and that 99% of school staff treat their children with respect.</p> <p>4. In addition, 100% of teachers stated in <u>the school environmental survey</u> that discipline and order are maintained; 96% feel supported by their principal; 98% feel supported by their Assistant Principal; 98% feel supported by other teachers and 93% trust each other.</p> <p>We highlight the fact that we maintain 2 guidance counselors, a Parent Coordinator; a full time Psychologist, part-time Social Worker and full time IEP teacher. We also have two f-status teachers, four days a week, to provide intervention services for the students in need and an f-status ESL teacher to provide services , as well.</p>	

### Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015 students will further develop their personal and social behaviors by the use of the school-wide S.T.A.R. behavioral system and school anti-bullying programs, resulting in improved student behavior as evidenced by a 10% decrease in the number of suspensions.</p>

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
5. We provided professional development in a Preventive Behavior Program that we have entitled S.T.A.R. Students and classes earn STAR-bucks to earn class and individual rewards for positive behavior.  Professional Development incorporating our school focus (Through the use of high level text-based questions and discussions that are	Students	September 2014-June 2015	Teachers, Administrators, Counselors, SBT

<p>both cognitively challenging and accessible, students will develop communication and collaboration skills with a focus on building students' persistence in new or challenging tasks. This will be evident in students' ability to justify and explain their thinking in all core subjects) will be ongoing.</p>			
<p>6. SIT committee meetings will continue to review student work for students in need of AIS or RTI services. Intervention kits from Teacher Created Materials for each grade are in use.</p> <p>A Saturday Program for students in Grades 3-5 and ELL children in grades 2-5 will take place in January and continue through March.</p> <p>An anti-bullying program exists, where in students in grades 4 and 5 assist students in the lower grades that have minor difficulties in peer relationships.</p> <p>A peer tutoring and monitoring program takes place for all 5<sup>th</sup> grade students.</p>	<p>ELLs, Students in need of intervention</p>	<p>September 2014-June 2015</p>	<p>RTI teachers, Teachers, Administrators, Counselors, SIT Team</p>
<p>7. Parent – Child Workshops from Marquis Studios will take place in conjunction with our Saturday Program.</p>	<p>Parents and Students</p>	<p>September 2014-June 2015</p>	<p>Administrators, Parent Coordinator</p>
<p>8. Parents will be invited to celebrations in writing, and the arts to build a home-school connection.</p> <p>School Spirit Day on every Friday enables all members of the school community to come together by wearing spirit-wear and school colors.</p> <p>The Student Government, made up of 4<sup>th</sup> and 5<sup>th</sup> grade representatives, help to bridge the staff –student and parent connection.</p>	<p>Parents, Students, Staff</p>	<p>September 2014-June 2015</p>	<p>All Parents and Staff</p>

**Part 4 – Resources Needed**

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>F-status teachers; Guidance Counselors; Intervention supplies; Per Session funds for teachers; Marquis Studios fee; per session supervisor; per session secretary; School Psychologist; School Social Worker; IEP Teacher</p>

**Part 5 – Budget and Resource Alignment**

<p>Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
<p>x</p>	<p><b>Tax Levy</b></p>	<p>x</p>	<p><b>Title I Basic</b></p>	<p>x</p>	<p><b>Title IIA</b></p>	<p>x</p>	<p><b>Title III</b></p>		<p><b>Grants</b></p>
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>									
<p></p>									

**Part 6 – Progress Monitoring**

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

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

10. Specify a timeframe for mid-point progress monitoring activities.

9, 10. We will monitor our suspension rate in February 2015.

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

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

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

13. In an analysis of the Teacher Evaluation System (Advance), last year showed that 90% of the staff were rated highly effective in professionalism, especially the area of participating in professional learning communities. However, there was a minimal amount of inter-visitation among teachers throughout the school.

14. We will prioritize the de-privatization of classrooms and foster teacher s visiting each other to improve their practice. We have begun this already with 6-7 visitations, and follow up discussions. It has been a successful venture.

### Part 2 – Annual Goal

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

By June 2015, teacher team meetings will reflect a 60% increase in collaborative visits and inter-visitations to improve teacher practice and to adapt curriculum, as evidenced by 90% of teachers receiving effective or highly effective in Danielson competencies 1A, 1E and 4A.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Professional Development Mondays will be devoted to improving teacher practice. Activities will include : <ul style="list-style-type: none"> <li>• Teq Online lessons to integrate technology into lessons</li> <li>• Planning inter-visitations on topics of Literacy Centers, Streamlining Ready Gen, Collaborative Group Problem Solving, Guided Reading , High level questioning, Science Stations, Using Smart Response, Engaging Students, Integrating E-Books with Ready Gen,</li> <li>• CFN Meetings for liaisons in Math, Special Education, ICT,</li> </ul>	Teachers, Paras	September 2014-June 2015	Teachers, Administrators

Literacy, ESL. Turnkey will be done to staff by liaisons.			
<ul style="list-style-type: none"> <li>• Training in Imagine Learning software for all teachers of ESL children.</li> <li>• Continue to use GoldMansour-Rutherford methods for ELL and SWD.</li> <li>• Continue with cooperative planning between classroom teachers and ELL, OT and Speech Providers, with an emphasis on the push-in model.</li> </ul>	Teachers, Paras	September 2014-June 2015	Teachers and Administrators
Over 25 grade and content area specific workshops have been planned throughout the year. Three workshops for ELL parents have also been planned.	Teachers, parents	September 2014-June 2015	Teachers and Administrators
The increase in classroom inter-visitations by teachers and administrators to improve teacher practice is evidence of a culture of trust.	Teachers, Administrators	September 2014-June 2015	Teachers, Administrators

#### Part 4 – Resources Needed

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

Teachers, supplies, schedule adjustments, CFN support, per diem funds, Teq Online software, Imagine Learning Software, IPADS

#### Part 5 – Budget and Resource Alignment

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

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

#### Part 6 – Progress Monitoring

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

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

20. Specify a timeframe for mid-point progress monitoring activities.

Benchmarks are as follows:

In our Professional plan we will schedule February 9, Monday afternoon, to reflect on collaboration and to shift focus groups.

Review of Advance system to insure that 50% of the staff have received a rating of effective or highly effective in 1A, !E and 4A in February 2015

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

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

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

School Survey data shows that 100% of teachers feel that a clear vision is communicated. 100% of teachers state school leaders place a high priority on the quality of teaching and 98% stated that there is time for collaboration among teachers. 100% of teachers state that the principal participates in planning with teachers and makes clear to the staff his or her expectations for meeting instructional goals.

We will continue to strive for high percentages.

### Part 2 – Annual Goal

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

By June 2015, there will be a 50% increase in those teachers who will share distributive leadership roles to improve teacher practice as evidenced by inter-visitations as listed in the inter-visitation plan.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
25. Administrators will continue to meet with Instructional Leads and Grade Leaders for professional discussions.  A monthly breakfast for professional conversations will take place for volunteers and administrators beginning December 17.  Teacher liaisons will continue to turnkey information to staff.  We expanded the MOSL Committee and the Staff Development	Teachers and Administrators	September 2014-June 2015	Administrators, Teachers

<p>Committee (SDC) to include more voices and participants, giving teachers the ability to see the crucial role they play in the overall success of the larger school community.</p> <p>We will continue to hold cross-graded meetings to create shared responsibility for the success of all students.</p>			
<p>26. All students in grades 3, 4, 5, including SWD and ELL, take part in Student Government elections. 4th and 5<sup>th</sup> grade Student Government representatives meet monthly with the administration and their classes to decide on new school initiatives.</p> <p>'Buddies' are assigned to students new to the school and to those who speak English as a second language.</p> <p>Students work as partners and in collaborative groups to solve problems and hold discussions.</p>	Teachers and Administrators, Students	September 2014-June 2015	Administrators, Counselors, School Aides
<p>27. Parent involvement in the School Leadership Team will continue monthly. An adjustment in the time was made to accommodate parents' change of work schedule.</p> <p>SLT will help to formulate a homework policy in conjunction with Chancellor Farina's suggested guidelines.</p> <p>Initiate 'DAD's' breakfast on a Saturday in March.</p> <p>Initiate 'Bring your Grandma or Grandpa to School' day on a Saturday in March.</p> <p>Translations of letters are ongoing. Translators are available for all meetings and conferences in Spanish, Chinese, Korean and Farsi. We use the translation unit or parent volunteers for any other language.</p>	Parents, Teachers and Administrators, Parent Coordinator	September 2014-June 2015	Administrators, SLT members, and Parent Coordinator
<p>Trust is built on collaborative learning and distributive leadership. Everyone has a voice on the SLT, parents and staff. All constituents, teachers of General Education, Special Education, and ESL are part of the Instructional Lead and Grade Leader meetings.</p>		September 2014-June 2015	Teachers, Administrators

**Part 4 – Resources Needed**

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

Principal, Assistant Principal, Parent Coordinator, Teachers, supplies, per session for teachers, supervisor and secretary.

**Part 5 – Budget and Resource Alignment**

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

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

**Part 6 – Progress Monitoring**

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

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

We will analyze the Inter-visitation Plan and make adjustments as needed.

February 2015

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

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

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Based on the School Environmental Survey, 99% of the parent responded that the school makes them feel welcome; 95% said the school keeps them informed; 97% said that the school has high expectations for my child; 98% said the school is responsive to parent feedback.

### Part 2 – Annual Goal

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

By June 2015, 100% of the parents will be invited to grade and subject specific workshops as presented by classroom teachers, cluster teachers and parent coordinator, causing a 50% increase in parent opportunities to visit the school as evidenced by attendance sheets.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Meet the Teacher Night in September offered a Book Fair, Teacher Presentations, and Art Display. 90% of the parents attended.  PTA meetings coupled with child-parent Arts and Crafts Workshops at 2:30PM, will bring more parents into the school.  Curriculum Workshops will help parents gain knowledge of ways to help their children at home.	All Staff and Parents	September 2014-June 2015	Administrators and teachers
ELL workshops on Saturdays in the ARTS for both parents and children will help foster the home-school connection.  All children ELL and SWD participate in ARTS performances in Ballroom Dancing, Dance on Broadway, Circus Arts, recorder, and		September 2014-June 2015	Administrators, Teachers, Parent Coordinator, PTA

ukulele, Digital Architecture, Debate Team, Puppetry and the CASA Dance Program.  All parents are invited to these celebrations, as well as, presentations by our ART, Drama, Music, and Dance teachers on staff.			
See above....our parents are offered many opportunities to be involved.	Parents	September 2014-June 2015	PTA, administrators, teachers
We have made an effort to provide increased opportunities for parents. As our diverse population increases, we will make an effort to provide more translators on site, making the school more welcoming to our non- English parents, building trust.	Parents	September 2014-June 2015	Parent Coordinator, Administrators

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Marquis Studios artists, teachers of the ARTS, per session, teachers, supplies, Art partners, schedule adjustments, buses to Ballroom Dancing and Debating Events.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	<b>Tax Levy</b>	x	<b>Title I Basic</b>	x	<b>Title IIA</b>	x	<b>Title III</b>	x	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 40. Specify a timeframe for mid-point progress monitoring activities.				
We will use the January 2015 SLT meeting to assess and adjust opportunities for parent involvement and adjust as needed. Agendas and attendance sheets will be monitored.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	-State and City cutoffs -Struggling students brought up at SIT meetings	Teacher Created Materials Intervention Program	Small group	During the school day; Saturday Program January-March
<b>Mathematics</b>	-State and City cutoffs -Struggling students brought up at SIT meetings	Go Math reteach;	Small group	During the school day; Saturday Program January-March
<b>Science</b>	-State and City cutoffs in Grade 4 Science -Struggling students brought up at SIT meetings	Ready Gen reteach Multiple programs ; LLI, Guided reading; Imagine Learning Software;	Small group	During the school day; Saturday Program January-March
<b>Social Studies</b>	-Struggling students brought up at SIT meetings	Ready Gen reteach Multiple programs ; LLI, Guided reading; Imagine Learning Software;	Small group	During the school day; Saturday Program January-March
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	-Struggling students brought up at SIT meetings	Banana Splits; S.T.A.R.	Small group, individual	During the school day;

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.

<b>x</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

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

The interview process will continue to be in place. P.S. 129. Teachers wishing to be part of our staff will have to perform a demonstration lesson in a classroom viewed by administration and teachers. P.S. 129 has never had a problem in obtaining highly qualified candidates for positions.

**2b. High Quality and Ongoing Professional Development**

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

P.S. 129's staff is highly qualified. All teachers are NYS certified. To maintain this high quality of instruction, professional development will be continued on Monday afternoons and some Tuesdays, including inter-visitations during the school day. Liaisons will continue to attend CFN workshops in literacy, math, ESL, Special Education and ICT and turnkey their information to all constituents.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

P.S. 129 has four half-day pre-kindergarten classes and one full day class. We implement Go Math Strategies in our pre-kindergarten classes to give children a head start in the core curriculum. Balanced Literacy is also utilized in our pre-kindergarten program. An instructional coach visits often to help the teachers engage in current instructional policies.

The Work Sampling System is a data driven program to keep records and assessments on all children.

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

MOSL Committee was expanded this year to include all constituents. Committee met in June and in September to decide which assessments are appropriate to measure student learning. Interim assessments from Fountas and Pinnell, Go Math and Ready Gen are also used.

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	416971	x	13,15,18,20,23
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	82237	x	13,15,18,20,23
Title III, Part A	Federal	15724	x	15,18,20,23

Title III, Immigrant	Federal	1503	x	15,18,20,23
Tax Levy (FSF)	Local	5,431,076	x	13,15,18,20,23

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

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

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

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

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### Parent Involvement Policy (PIP) PS 129

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 the school. P.S. 129 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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;

The 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;
- 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 (SPC) PS 129**

PS 129 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 1<sup>st</sup> 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 with 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.



**Department of English Language Learners and Student Support**

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

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

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

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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Patricia Larkin 129Q	DBN: 25q129
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 70
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6    7    8    9    10    11    12

Total # of teachers in this program: 4  
# of certified ESL/Bilingual teachers: 4  
# of content area teachers: \_\_\_\_\_

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: We have analyzed the NYSITELL scores for children in our ELL program. As a result of this analysis, we found that children do not score proficiency in Listening and Speaking as well as Reading and Writing. These lower scores prevent the students from scoring out of the ELL program. In addition, most of our ELL children cannot attend an after school per session program in our school, due to the needs of the working parents. Most of the ELL's are picked up by private schools for after school babysitting and homework help for most of the working ELL parents. The children remain in these programs until 6-7 PM, a service we cannot provide. Therefore Saturday services are necessary to assist our children.

We will offer the program to ELL students in grades 2, 3, 4 and 5 who scored Beginner, Intermediate and Advanced on the NYSESLAT test in May 2014, as well as newcomers to our school this year. This is approximately 70 students. The program will be 2 hours long each Saturday from 9AM -11-AM.

The program will include 4 ESL teachers for 12 sessions (2hours per session).

We will provide Teaching Artists from Marquis Studios for ELL students in grades 2-5 to team with our ESL teachers in a residency on Puppetry. Marquis Studios will provide the puppetry residency with the ESL teachers taking an integral role. Students will be encouraged to build vocal projection and speaking and listening skills, as well as build vocabulary. The ESL teachers will teach alongside the Teaching Artists.

The program will begin on January 10 and end on April 18, with holiday weeks in between for a total of 12 weeks. Marquis Studios will work for 10 weeks from January 10 - March 28. No supervisor is needed, since a test prep/enrichment program will be taking place simultaneously.

The Blueprint for the ARTS standards consist of:

1. Creating Performing and Participating in the Arts
2. Knowing and using arts materials and resources

### Part B: Direct Instruction Supplemental Program Information

3. Responding to and analyzing works of art
4. Understanding the cultural dimensions and contributions of the arts

Through our puppetry program, students meet these four standards. They will be creating and performing. Students will respond in both written and oral language their understanding and interpretation of the music and dance that they see, do, and read about. Students will recognize the cultural features and understand the function of music and theater within a diverse society. They will be exposed to the intricacies of different cultures through music and theater. Self confidence and free expression is enhanced through this program.

When the arts are integrated within the daily curriculum, engaging and numerous learning experiences transpire for early childhood learners (Chauhan, 2004; Royka, 2002). Besides being "fun" for most children, kinesthetic activities can help young learners, especially English language learners, develop decoding skills, fluency, vocabulary, syntactic knowledge, discourse knowledge, and metacognitive thinking (Sun, 2003). Teaching language skills through drama and movement gives children a context for listening and meaningful language production, provides opportunities for reading and writing development (Chauhan, 2004), and involves children in reading and writing as a holistic and meaningful communication process (McNamee, McLane, Cooper, & Kerwin, 1985). In addition to the development of gross and fine motor coordination skills, creative expression and thinking, social interaction, problem solving, cooperative play, rhythm, and rhyming skills can be enhanced. The ESL Standard #5 talks about cross cultural identification, which will be met through our puppetry program. The programs will last for 10 sessions and will last for one hour each Saturday, co-taught by the ESL teacher and teaching artist. The second hour, independent of the Marquis Studios residency in puppetry, will be devoted to language acquisition, listening and speaking, solely by the ESL teacher in conjunction with the paraprofessionals.

### 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: Professional development will take place in conjunction with our arts partners using ELL approaches to coherent instruction in reading, writing, listening and speaking in the content areas. ESL teachers and general education teachers will receive training in ELL strategies. With a focus on common core standards, research-based strategies supporting ELL comprehension and participation will be explored throughout the year with our ESL Instructional Lead, network Achievement Coach. Reciprocal meetings with the teaching artists and ESL teachers will place prior during the 10 weeks that Marquis Studios works with the students. The ESL teachers will share research and information from ESL workshops from the CFN to best assist the children. Penny Pavlatos attends ESL training from the

**Part C: Professional Development**

CFN Instructional Coach, Shirley Rouse Bey, monthly. She will turnkey her training to the other 3 teachers. Teachers will research and view videos on Teaching Channel. org to watch instructional videos on teaching ELL children. Teachers will also use Teq online PD to make them more adept to using technology to enhance their lessons. This PD has already been purchased for the year. The teachers will watch the videos and turnkey the training on each Saturday for one half hour following the teaching sessions, from January 10- March 28

**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: Research has shown that programs engaging parents as partners has a positive impact on student performance. Throughout the school year, monthly after school arts and crafts workshops and movie nights are offered for families. Parent Workshops will be provided by in school staff during parent involvement time and on Saturdays. Our Parent Coordinator will host three Arts workshops on Saturdays, January 24, February 7 and March 28 for 90 minutes for parents in conjunction with Marquis Studios. These workshops will include dance, visual arts and music. Translated flyers and an all-call messaging system by telephone will be sent home in English, Spanish, Korean , Chinese and Urdu. We will also use our text messaging system, Remind, to alert parents. One of our ELL teachers can translate Spanish at the workshops and parent volunteers will translate any other needed languages.

**Part E: Budget**

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

Allocation Amount: \$0

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials	_____	_____

**Part E: Budget**

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

Allocation Amount: \$0

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

**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 <b>25</b>	Borough <b>Queens</b>	School Number <b>129</b>
School Name <b>Patricia Larkin School</b>		

### 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 <b>Marilyn Alesi</b>	Assistant Principal <b>Angela Fiorenza</b>
Coach	Coach
ESL Teacher <b>Anna Cerilli</b>	Guidance Counselor <b>Ivy Manheim</b>
Teacher/Subject Area <b>Denise DiLiberti/ESL</b>	Parent
Teacher/Subject Area <b>Penny Pavlatos/ESL</b>	Parent Coordinator <b>Laura Buquicchio</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>5</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1089</b>	Total number of ELLs	<b>118</b>	ELLs as share of total student population (%)	<b>10.84%</b>
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-In	23	20	20	8	8	8								87
SELECT ONE														0
<b>Total</b>	<b>23</b>	<b>20</b>	<b>20</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>0</b>	<b>87</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	119	Newcomers (ELLs receiving service 0-3 years)	105	ELL Students with Disabilities	24
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6+ years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	105	0	14	14	0	10	0	0	0	119

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		
<b>Total</b>	<b>105</b>	<b>0</b>	<b>14</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>119</b>	
Number of ELLs who have an alternate placement paraprofessional: _____										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

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

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

**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	16	16	10	4	5	8								59
Chinese	13	15	5	5	1	5								44
Russian														0
Bengali			1		1	1								3
Urdu		1	1		1									3
Arabic	1		1		1									3
Haitian														0
French														0
Korean		2	1											3
Punjabi			1											1
Polish	1													1
Albanian														0
Other	1				1									2
<b>TOTAL</b>	<b>32</b>	<b>34</b>	<b>20</b>	<b>9</b>	<b>10</b>	<b>14</b>	<b>0</b>	<b>119</b>						

## 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	3	1	2	2								9
Intermediate(I)		12	7	1	1	5								26
Advanced (A)		21	10	7	7	7								52
Total	0	34	20	9	10	14	0	0	0	0	0	0	0	87

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

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

**NYS Science**

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Early literacy skills of our ELLs are assessed with Fountas and Pinnell evaluation system for independent reading levels. The data from this assessment tool provide information relevant to how the school's instructional plan may be adapted for appropriate differentiation. The data indicate the ELLs are slower to progress in their reading levels, due to the demands of language acquisition,

and are then used to plan small group instruction for reading.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Because of recent changes in the NYSESLAT grade bands, students at the beginner level in kindergarten tend to move up one level to intermediate in first grade, and advanced students tend to stay at advanced level; whereas, previously, the majority of advanced students in kindergarten would achieve proficiency in first grade. We have also noted a shift in grades 2 and 4, at which students achieve proficiency. In grades 2-5, more students are at the advanced level. Those at the beginning level are newcomers, and long-term ELLs tend to be special education students.
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 [AMAQ tool](#))  
Patterns across NYSESLAT modalities indicate that students need to improve vocabulary, reading comprehension, and writing. Therefore, small group instruction is provided to address these specific needs.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?Across all grade levels, there is a tendency to perform better in listening and speaking sections, as opposed to reading and writing. Therefore, more emphasis will be placed on skills aligned with the CCLS to improve reading and writing. Close reading of texts will be emphasized, with a focus on higher-level thinking questions based on text evidence. Listening and speaking skills will be developed through peer discussion groups. ELL Periodic Assessments are not administered.
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](#).)  
Formative assessments, classroom work samples, and running records are all used to identify students at risk, and to help guide instruction for ELLs.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
The child's second language development is in English, and is therefore considered in all instructional decisions. Scaffolded strategies are implemented in all grades and for all subjects.
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?No dual language programs.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the success of our ESL program by the increase in the percentage of ELLs that moved up one or more levels, as compared to the previous year. Additionally, we use summative and formative assessments, teacher observations, and report card grades. Curriculum goals and objectives may be adapted and adjusted for student achievement in alignment with the CCLS to improve the success of our program.

## 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](#).)  
When students are registered at PS 129, parents are given a Home Language Identification Survey to be filled out within 10 days however, the HLIS forms are normally filled out on the spot. A licensed pedagogue, most often an ESL teacher, conducts an informal

oral interview in English (and the native language, if possible), and assists with the completion of the HLIS. Other staff members may be called in to translate, if necessary. Students identified as having a second language by one of the licensed ESL teachers, are given a LAB-R formal assessment within ten days of registration. The Spanish LAB is also administered within this time frame, if applicable. The assessment is sent to be scored and those students scoring at or below the cut scores are placed in an ESL program and given support by an ESL instructor. Students who score as beginner or intermediate are given eight periods of instruction per week by a licensed ESL teacher. Those students who score as advanced are given four periods of ESL instruction per week. Those who score as English proficient have tested out of the program, but are given support as needed, though not on a formal regular basis. All ELLs in the program are evaluated annually using the NYSESLAT exam in the spring as per the NYSESLAT testing calendar.

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.  
Throughout the year, we conduct several parent orientation meetings for parents of students who are new to the program. During the orientation, the three program options (transitional bilingual, dual language, and freestanding ESL) are explained to the parents. Parents are also given a brochure in their language explaining each program option. A video explaining the three options is available for parents to view in several different languages. Translators are invited to ensure that parents of several different language groups understand their options. Parent Surveys and Program Selection Forms are completed after attendance at the in-school orientation. Parents who are unable to attend a regularly scheduled orientation meeting are invited to call the school to arrange a meeting with an ESL teacher to explain the three program options. If they are unable to meet, they receive a follow-up letter and/or phone call explaining the programs, and the Program Selection Form to be completed and sent back to school.
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 [\[see tool kit\]](#).)  
Records are secured and stored by the ESL department to ensure that entitlement letters are distributed and that parent survey and program selection forms are returned. Several parent orientation meetings are held throughout the year for those parents who have not yet returned forms. In addition, forms are received and filled out during Parent/Teacher conferences, giving ESL teachers the opportunity to address concerns that parents may have. The parent coordinator also follows up with those parents who did not attend orientation and survey and program selection forms are asked to be filled out.
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.  
Entitlement letters are sent home to parents of students identified as ELLs. Parents are invited to an orientation, which explains the three program models. During the orientation, they receive a brochure and also watch a video in their native language, to further explain the three models. Parents fill out a survey to choose which model they prefer for their child. They are informed that if enough parents with children who speak the same language choose a bilingual or dual language program, said program would be created in our school. Surveys are reviewed monthly and languages are counted to determine if there are enough students speaking the same language to create these types of programs. If a class would need to be created, parents would be contacted and a meeting would be conducted to determine if their original program choice still stands. Relevant procedures would be followed to create a class.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
All sections of the NYSESLAT are administered to all ELLs each year, as per the Administration of NYSESLAT memorandum from DAPS.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
The program models offered at our school aim to satisfy the requests of parents. After reviewing the parent survey and program selection forms for the past few years, the trend in program choice is for a freestanding ESL program. If at least 15 parents with children of the same language group in the same grade request either the bilingual or dual language program, the school would align the program offering with parent choice. At present, there is no bilingual or dual language program in 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])?

A push-in program model is used school-wide to deliver instruction. ESL teachers push into classrooms using approaches of parallel, station, and alternative teaching. All classes are heterogeneous. ELLs who attend the extended day period are given added support.

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)?

All ELLs in our school receive the NYS mandated number of hours for acquiring English language skills by certified ESL teachers. Beginning and intermediate students receive 8 periods of instruction per week, totalling 360 minutes. Advanced level students receive a single 45-minute period 4 times a week, totalling 180 minutes. All students receive 90 minutes of ELA instruction per day. At least half of that time is delivered by the ESL teacher in a co-teaching setting, using ESL scaffolded strategies.

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.

ELA, Math and other content areas are delivered in English in a co-teaching setting during the school day, as well as during the extended day period. Differentiated instruction is delivered to all ELLs through various methods and approaches, to make content comprehensible and enrich language development. Objectives are clearly defined and designed to meet the demands of the CCLS. Students are provided with opportunities for meaningful discussions around content and skills, vocabulary is pre-taught, and concepts are made clear through modeling, gestures, visuals, etc. Scaffolding techniques and critical thinking questions are used throughout all lessons. Children work actively in a student-centered environment. Every lesson addresses all four language skills. Newcomers are taught basic social and academic language skills. If possible, the native language is used to clarify any confusion. Students are also paired with reading partners who speak their native language. Bilingual dictionaries, bilingual paraprofessionals and native language materials are used. The review and assessment of student comprehension and learning is ongoing. Students are given preparatory instruction throughout the school year for both the NYSESLAT and the ELA. Specific strategies are targeted based on students' previous performance on the reading and writing sections of the NYSESLAT.

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

After being administered the LAB-R and a Spanish speaking student is identified as an ELL, he or she is then evaluated with the Spanish LAB. At present, there are no formal evaluations in any other native languages.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Performance based assessments are administered to students throughout the year, with modified rubric criteria when necessary. Additionally, formative assessments are used within each unit of study. Furthermore, the Fountas & Pinnell assessment is used to evaluate reading progress. Progress in listening and speaking is assessed through teacher observations during instructional conversations. These evaluations may be scaffolded as needed to assess students at their current level.
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).

Instruction for ELLs is differentiated for all subgroups. The differentiated instruction is delivered to all students in the classroom and always aligned with Common Core Learning Standards. Presently, there are no SIFE students enrolled, however our instructional plan for SIFE students includes the following: A supportive environment for the students will be provided with a bilingual staff, ESL teachers using specific methods to help SIFEs reach academic success, a buddy system with classmates, and parent coordinator support for both students and parents in the school. Sheltered instruction in the form of an increased use of visuals and collaborative learning opportunities will be implemented. Thematic curricula and individual learning plans, as well as an adapted curriculum will be used to cover most relevant information that is accessible and age-appropriate. Explicit instruction will be given in the basic reading components: phonemic awareness, phonics, fluency, vocabulary and text comprehension. Finally, students will have access to a literacy-rich environment.

Regarding newcomers, a similar plan is put in place. A print-rich environment is provided for students. Word associations and KWL charts are used to activate prior knowledge. Students are engaged in hands-on learning through role-play, drama, TPR and SMARTboard activities. New vocabulary is analyzed in context and definitions are explained and rephrased. Explicit instruction in the basic reading components is given, and students work in collaborative discussion groups to develop and practice social skills. In addition, students are given a tour of the school so they can locate important places, and they are taught the names of important people. Specific school routines and behavior expectations are reviewed. The child's native language is used, when necessary.

For ELLs receiving services between 4-6 years, small group instruction is provided to target their specific needs. Previous testing data is used to determine their academic needs, and to teach them strategies and skills to improve their academic performance. Picture cards and picture dictionaries provide additional support. Students are guided in editing and publishing final pieces in writing and research. They are encouraged to use computer and Internet programs that are designed to increase vocabulary and improve grammar.

Regarding long-term ELLs, a focus on literacy development across content areas is key. Explicit vocabulary instruction, sentence analysis and scaffolding activities would be used. Teachers would collaborate on lesson planning tailored to students' needs.

Former ELL students are monitored for two years after reaching proficiency on the NYSESLAT. If students are not successful in class, transitional support is offered based on individual needs, though not on a formal or regular basis. This support may be limited to specific content areas as needed. Test modifications are provided for all transitional students for up to two years after achieving proficiency on the NYSESLAT.

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?  
ELLs identified as having special needs receive small group instruction provided by means of parallel, alternative and station teaching models. Students attend an extended day program and, in some classes, students are assisted by bilingual paraprofessionals. Students are supported with anticipatory strategies such as front-loading vocabulary and previewing texts to access background knowledge. Other scaffolding strategies included differentiated graphic organizers, sentence frames, and guide cards to help students focus. In addition, picture dictionaries and books in the native language are available for them. Collaborative student discussions are facilitated with the use of conversational prompts to improve comprehension, as well as speaking and listening skills.
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?  
In order to meet the diverse needs of ELL-SWDs within the least restrictive environment, ESL teachers utilize the push-in model to collaborate curricular and instructional strategies aligned with the Common Core Learning Standards. Both classroom and ESL teachers are flexible in scheduling common literacy periods to focus on specific needs of ELL-SWDs, in order to achieve their IEP goals.

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**

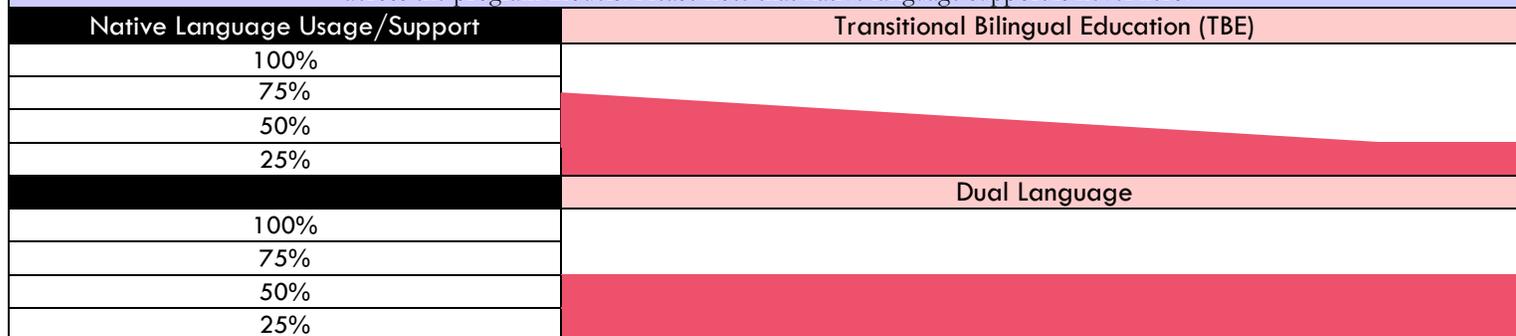
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

**Native Language Usage and Supports**

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.
- Small groups work on vocabulary intervention through language analysis, and phonics intervention through ReadyGen and Foundations programs. Extended day focuses on small groups in math and/or ELA. All interventions are offered in English for all subgroups and the native language is used whenever possible to make content more comprehensible.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program is effective in meeting the needs of our ELLs through scaffolding and differentiated instruction, to offer students multiple entry points to engage with the content and language. Students are working with complex texts and rigorous content to ensure the effective development of academic language.
11. What new programs or improvements will be considered for the upcoming school year?
- The nature of the ESL program has been changed from a pull-out model to a push-in model, to provide continuity in the classroom. Both teachers work together in a team-teaching model to provide differentiated instruction and multiple entry points for all students.
12. What programs/services for ELLs will be discontinued and why?
- Not applicable
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- At present, there is no after school program available, however, a morning extended day program is offered to ELLs. In addition, ELLs can participate in extra-curricular activities such as basketball, cheerleading, and ballroom dancing. Our dance teacher teaches content areas through dance and movement. Students learn vocabulary, cultural differences and similarities. All notices regarding curricular and extra-curricular programs are provided in English and the home language. All children are represented equally and can fully participate in any and all activities in our school community.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Picture dictionaries, books on tape, LeapPad Schoolhouse Program, Fundamentals Magnetic Card Program, and picture cards are used to support ELLs in the classroom. Internet access is available for educational websites (such as Raz Kids, Starfall, and BrainPop Jr.), designed to increase vocabulary and improve grammar. Interactive SMARTboard activities are used to support English proficiency.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered to the students through bilingual paraprofessionals, bilingual picture dictionaries, bilingual books on tape, and books in the native language. Any teacher working with ELLs who speaks the native language may also deliver instruction in that language in a small group setting. Additionally, a peer who speaks the same language may provide support by translating instruction and/or assignments.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required services support ELLs' ages and grade levels in line with the curriculum, at their English proficiency level. Resources are age-appropriate and accessible to all grade levels.
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.
- New student orientation for all parents and students is provided before the beginning of the school year in August. Kindergarten orientation takes place in early September. For Kindergarten students who are newly enrolled before the beginning of the school year, a packet is provided encouraging the parents to work with their children on basic skills that they will need in school. Separation anxiety workshops are also provided by the guidance counselor, to help students adjust to their new environment. Parents are encouraged to contact the parent coordinator with any questions or concerns that arise.
18. What language electives are offered to ELLs?
- There are no language electives offered at PS 129.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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.
  1. All ELL personnel attend grade and faculty conferences devoted to differentiated learning and inquiry work. Bi-monthly grade conferences are held, as well as weekly inquiry meetings. In addition, ELL personnel are given opportunities throughout the year to attend professional development highlighting specific strategies to use with ELL students.
  2. ESL teachers attend monthly liaison meetings with the ELL Network Support Specialist, during which research-based methods for scaffolding learning aligned with the CCLS are presented. The ELL Network Support Specialist also presents professional development workshops to all teachers of ELLs in the school. Additionally, ESL teachers participate in webinars related to instructional shifts of the CCLS as they pertain to ELLs.
  3. As ELLs transition from Elementary to Middle School, the guidance counselor supports staff and speaks to the class as a whole, providing a directory and answering questions posed by the students. The guidance counselor is always available for students to meet with privately if they need additional concerns addressed. The assistant from the middle school comes in to present a summary of expectations and directives. Finally, open houses at the middle school are held throughout the year, and ELLs and their parents are strongly encouraged to attend.
  4. Teachers at PS 129 are experienced teachers who have had the 7.5 hours of mandated ESL training. An agenda maintains records of teachers meeting the required training. New teachers receive mentors who assist in this training. All teachers collaborate during inquiry work to discuss strategies that would best assist ESL students.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. Monthly arts and crafts workshops and movie nights are offered for parents and students. A Parent Book Club, workshops in content areas, and PTA meetings are held each month for parents. Our Parent Coordinator works with the PTA using Title 1 funding for Parent/Child evening shows and special assemblies. Parents are always welcome in our school. Writing celebrations are often held in classrooms and parents are encouraged to attend. An opportunity to meet the teacher is held for the parents at the beginning of the school year. Teachers keep communication open with parents regarding their children, to give them the opportunity to express their concerns and address any questions.
  2. We partner with the EPIC Organization which provides workshops each year for parents.
  3. The SLT and PTA are integral parts of our school. At both meetings we learn of parents' needs. We use the Parent section of the Environmental survey as a place to identify the needs and wishes of parents. A Preferred Language Report is generated to determine parents' first language. All important documents are translated, including those events from the school calendar. School guides are available in all languages, and translation services are available for parent-teacher meetings and conferences.
  4. Parents have requested arts programs, workshops, communication in native language, and methods for hearing about their children's successes. We have addressed these needs by having translated copies of notices, increased arts programs and more workshops (at least three per month). We have also provided each teacher with translated "success notes" for sending home, to share the accomplishments of students with their caregivers.

## 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.

## Part VI: LAP Assurances

**School Name: Patricia Larkin**

**School DBN: 25Q129**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marilyn Alesi	Principal		11/15/13
Angela Fiorenza	Assistant Principal		11/15/13
Laura Buquicchio	Parent Coordinator		11/15/13
Anna Cerilli	ESL Teacher		11/15/13
	Parent		11/15/13
Denise DiLiberti/ESL	Teacher/Subject Area		11/15/13
Penny Pavlatos/ESL	Teacher/Subject Area		11/15/13
	Coach		
	Coach		
Ivy Manheim	Guidance Counselor		11/15/13
	Network Leader		
	Other _____		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 25q12 School Name: PS 129

Cluster: 2 Network: 204

**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**

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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.

Our assessment is based on past needs. Leadership Team, Parent Coordinator, teachers, administrators, counselors and parents have all given their input. HLIS forms and ATS reports indicate the language needs. Federal lunch forms and emergency cards were an excellent indication of the needs of the school.

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.

Major findings are included in Progress Report and disaggregated data in test results. It was noted that 46 % of our ELL students achieved at the 75<sup>th</sup> percentile in ELA and 41% in math. Our students' progress is at 78%, however. Communicating with the parents of all of the children is highly important. While we have 12% ELL children in our school, which is approximately 132 children, 52% are hispanic and 30 % are Asian. Therefore most of the parent population speaks another language.

The Progress Report is distributed to all staff, SLT members and PTA Executive Board members.

## Part B: Strategies and Activities

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

The primary need is for four languages, Chinese, Spanish, Korean and Urdu. Written translation services will be needed for the many notices that are sent home. . . school calendar, PTA notices, workshop notices, Parent/Teacher conference notices class shows, class trips, letters for PTA bulletin, safety issues, etc. Translation services will be provided by in house personnel and the DOE Translation 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.

We plan to provide translators for ELL orientation, PTA meetings, workshops, individual meetings, telephone conferences, special events, and Parent/Teacher Conferences. We will hire per session teachers, aides and paraprofessionals.

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>.

- A. Written documentation of parents rights regarding translation and interpretation services in appropriate covered languages, and instructions on how to obtain these services, will be provided to parents in October at our PTA meeting.
- B. The school will post a sign in each of the covered languages indicating the office where a copy of such notification can be obtained.
- C. The school will fill out the appropriate pages in the school safety plan ensuring that parents in need of language services are not prevented from reaching the school's administrative offices solely due to language barriers.
- D. Parents will be given the Department of Education's website address.

