



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **11X121**

School Name: **THROOP**

Principal: **GLORIA MARTINEZ**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Throop School Number (DBN): 11X121
School Level: Elementary Grades Served: PreK-5
School Address: 2750 Throop Avenue, Bronx NY 10469
Phone Number: 718-654-2055 Fax: 718-519-2613
School Contact Person: Gloria Martinez Email Address: Gmartin9@schools.nyc.gov
Principal: Gloria Martinez
UFT Chapter Leader: Katherine Bormann
Parents' Association President: Christina Llambelis
School Leadership Team
Chairperson: Michael Acevedo
Student Representative(s): N/A

District Information

District: 11 Superintendent: Maria Lopez
Superintendent's Office Address: 1250 Arnow Avenue, Bronx NY 10469
Superintendent's Email Address: Mlopez9@schools.nyc.gov
Phone Number: 718-519-2620 Fax: 718-519-2626

Cluster and Network Information

Cluster Number: 01 Cluster Leader: Chris Groll
Network Number: CFN 109 Network Leader: Maria Quail

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Gloria Martinez	*Principal or Designee	
Katherine Bormann	*UFT Chapter Leader or Designee	
Katika Jones (PTA Designee)	*PA/PTA President or Designated Co-President	
Maria Rodriguez	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Michael Acevedo	Member/ Teacher / Chairperson	
Heather Rowell	Member/ Teacher/ Secretary	
Brianne Curley	Member/ Teacher	
Nina Mesopotanese	Member/ Teacher	
Janet Sanchez	Member/ Teacher	
Cathy Dibrino	Member/ Paraprofessional	
Sherene Chisolm	Member/ Parent	
Terri Gibbs	Member/ Parent	
Sanesha Blackwood-Falconer	Member/ Parent	
Melissa Vasquez	Member/ Parent	
Tanya Johnson	Member/ Parent	

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

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

The School 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



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

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

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

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

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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: SCEP Overview

Develop a narrative summary that includes:

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.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Public School 121 is committed to promoting academic excellence, the use of technology to support learning, and to develop a community of lifelong learners through a balanced literacy program, integrated with the arts, and sciences. We will identify and build upon our students' talents and abilities. Immersion into basic core values will enable our students to function as productive citizens. They are encouraged to be proud of their own culture and to respect others. We view education as a partnership of home, school, and community. Thus, we will provide parents with the encouragement, education, and support they need to become active participants in our school community. We will continue to tap into our community's resources to enrich our students' lives, and to assist us with assimilating our students into an adult society. We will come together each morning as a family and begin the day with our school pledge. This will remind us that our school is a caring, community, committed to excellence.

As a school community we continue to provide our students, teachers, and parents with ongoing supports. Weekly collaborative staff, grade, and cluster meetings provide teachers with professional development to improve instructional practices, gain expertise in the use of data to drive instruction, align units of study to the Common Core Learning Standards and opportunities to plan collectively. As part of our integrated professional development plan, we have hired literacy and math consultants to provide individualized professional development for classroom teachers to improve content knowledge and instructional practices. Our consultants continue to provide support designing units of study aligned to the Common Core Learning Standards, and implementing rigorous instruction.

In conjunction with teachers, parents, the parent coordinator, and the PTA Executive Board, we have and continue to plan workshops to help parents understand the instructional shifts toward the effective implementation of the Common Core Learning Standards. In order to increase the number of parents attending the PTA meetings the Executive Board has incorporated engaging family activities into the monthly meetings. We are in partnership with the Learning Leaders Program that trains parent volunteers. This has been a successful partnership that has benefitted the school by providing parent volunteers to work with classroom teachers. There are three after-school programs operating within our school. The availability of these programs has provided working parents an invaluable service.

In order to support our students as they are faced with a more rigorous curriculum, we continue to incorporate the reading, math, and writing workshop model. The workshop model predominately incorporates differentiated, small group instruction based on data. We have an after-school test preparation program to provide academic intervention for students performing below grade level. In the arts, we are currently in partnership with the organization, Music for Many. This is an artist in residency program that includes a variety of themed programs to engage students in music and theatre. We have art and music cluster teachers who work towards developing each student's creative talents. We celebrate our students' achievements with various awards presented throughout the school year. The awards include; Student of the Month, Super Throoper Certificates for Academic Excellence or Effort, 100% Attendance Award, Community Service, Artist of the Month, basketball trophies, and the opportunity to participate in various contests. Our students also participate in many fundraising events to support school initiatives and contribute to worthy organizations.

School strengths, accomplishments, challenges

Strengths/Accomplishments

We continue to incorporate technology through the use of Ipads, smart boards and interactive computer programs. Teacher teams have become an invaluable support system that continues to improve. The majority of teams have developed systems for effective planning. We are incorporating more technology by the ongoing

use of Dropbox files for teams to upload agendas, next steps, etc. We continue to incorporate educational computer software programs, math games and manipulatives to target diverse learning styles.

Challenges:

As we adopt the Common Core Learning Standards, we are continually challenged to reflect on our teaching practices and refine and revise these processes to ensure we are working to cater specifically for all students needs in a rigorous learning environment. Being able to differentiate for every student, informed by assessment data is a pedagogical craft needing to be continually refined and revised. We are on the journey to do just that.

Areas in which your school made the most growth during the previous year.

Public School 121 is no longer designated as a Focus School. For the 2014-2015 school year, our status has changed to a school in “Good Standing.” According to the School Quality Guide we have met our targets in the following areas: Student Progress, Student Achievement, and School Environment.

11X121 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K .01,02, 03,04, 05	Total Enrollment	982	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	63.6%	% Attendance Rate		91.7%
% Free Lunch	57.1%	% Reduced Lunch		1.6%
% Limited English Proficient	3.8%	% Students with Disabilities		14.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		62.5%
% Hispanic or Latino	27.2%	% Asian or Native Hawaiian/Pacific Islander		6.0%
% White	3.1%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.19	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		9.62
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	30.7%	Mathematics Performance at levels 3 & 4		43.1%
Science Performance at levels 3 & 4 (4th Grade)	86.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

a) Needs Assessment/ Analysis

Mathematics: The School Quality Guide indicates students at PS 121 were designated as “Meeting Target” in Student Achievement and “Meeting Target” in Student Progress.

The Elementary School Quality Snapshot (2014) The report indicated that 43% of students met State Standards for **Mathematics Student Achievement** which is above the district average of 30 % and also above the city average of 39%

Regarding **Mathematics Student Progress**, all students made “fair” progress with the lowest performing students making “good” progress.

The Elementary School Quality Snapshot (2014) The report indicated that 31% of students met State Standards in **English Language Arts Student Achievement**, which was above the district average of 21% but also slightly above the city average of 30%

For **Student Progress** in Literacy, all students made “Good” Progress with the lowest performing students also making “Good” progress.

The School Quality Review 2012 recommendations included:

- “continue to improve teacher pedagogical practice that provides differentiated supports to address the needs of a variety of learners”.

The **Closing the Achievement Gap score** indicated students were “Approaching Target”. This also confirms the ongoing need for increasing and refining differentiated pedagogical practices to ensure all students’ needs are met

b) Summary of strengths and needs

Mathematics/Literacy

- Data indicates need to continue to focus on analyzing and using assessment data to specifically differentiate instruction to meet the needs of all students (Rigorous Instruction)
- There is also a need to ascertain shared understandings and professional judgments regarding PS 121’s literacy and math assessment processes (Rigorous Instruction/ Collaborative Teaching)
- Professional learning of teacher teams needs to focus on:
 - * Coaching the crafting of effective differentiated teaching and learning in the classroom
 - * “Looking at Student Work” sessions needed to focus on using data to drive more specific and targeted intervention daily
- Planning for differentiated instruction based on assessment data in various components of balanced literacy and math instruction (Rigorous Instruction/ Collaborative Teaching)
- Need to continue to build teachers’ content and pedagogical knowledge of most effective strategies for catering to English Language Learners and Students with Disabilities in Literacy and Math instruction, including SETSS teachers and other providers (Rigorous Instruction/ Collaborative Teaching)
- Professional learning with external consultants/coaches to focus on building teachers’ content knowledge in using assessment data to refine effective CCLS aligned Math/Literacy pedagogy to meet the needs of ALL learners, particularly ELL’s and SWD’s (Rigorous Instruction/ Collaborative Teaching)

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

a) By June 2015, 100% K-5 grade level and vertical teacher teams will revise, refine, implement and evaluate the “Understanding by Design” units of work, lesson plans and assessments in Literacy and Mathematics to ensure specific and explicit alignment to CCLS as well as to increase levels of cognitive rigor, higher order thinking skills and differentiation with learning and assessment tasks

b) By June 2015, 100% of teaching staff (including SETTS and cluster teachers) will use formative and summative assessments to inform planning of cognitively rigorous, differentiated CCLS tasks and foster student participation in their own learning

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Literacy/Mathematics Curriculum <ul style="list-style-type: none"> • Implement CCLS aligned Literacy/Mathematics curriculum, 	Classroom Teachers SETSS	9/4/14 – 6/26/14	Principal Assistant Principal Literacy

<p>embedded in Balanced Literacy and Balanced Mathematics practices- with a focus on “questioning and discussion techniques”(Instructional Focus for 2014/2015)</p> <ul style="list-style-type: none"> • Teachers utilize assessment information to inform daily intervention through Balanced Literacy/Mathematics components e.g. tiered lessons in Mathematics/Guided Math/ Guided Reading groups/Shared Text focus/ • Rigorous Balanced Literacy Components evident in each classroom: Guided Reading, Shared Reading, Read-Alouds, Independent Reading, Close Reading • Rigorous Balanced Mathematics instruction evident in every classroom: Tiered differentiated workshop model lessons, Guided Math using assessment to inform groupings of students and appropriate activities, CCLS aligned problem solving, CGI, Number Talks • Time scheduled with Literacy Consultants and Math Consultant for developing clear plans for next steps within Balanced Literacy/Math components, utilization of data during conferencing, planning units of work and accounting for all students’ writing needs through differentiated activities • Teachers work in grade level teams to adjust curriculum maps to align to Balanced Literacy/Balanced Mathematics • Small group strategy/Guided Reading/Guided Math lessons utilize data to meet specific instructional needs of students 	Teachers		Consultants Math Consultant Math Coach
<p>Assessment Literacy/Mathematics</p> <ul style="list-style-type: none"> • Revise Whole School Assessment Frameworks in Literacy and Mathematics embedding revised, rigorous tasks and rubrics aligned and embed RtI assessment types- Universal Screening and Progress Monitoring • Teacher Teams to check for rigor of all assessment tasks using Webb’s Depth of Knowledge • Embed these refined assessments in the new CCLS aligned curriculum map • Looking at Student Work Inquiry sessions with protocols • Develop and establish Local and State Measures with MOSL Teacher Team • Monitor implementation of MOSL assessments • Facilitate collaborative scoring of MOSL assessments to calibrate professional judgments 	All teachers	9/4/14 – 6/26/15	Principal Assistant Principal Literacy Consultants Math Consultant Math Coach Data Specialist
<p>B) Mathematics</p> <ul style="list-style-type: none"> • Math consultant-collaboratively develop, implement and monitor data informed action plans for K-5 Math consultancy to ensure alignment to annual school goals and MOTP data and focus on data-informed effective teaching and learning of Mathematics • Professional Learning sessions focused on Inquiry Work to address needs of SWD and ELL students, involving analysis of data, development and implementation of Math intervention plans to meet the needs of all learners 	All teachers	9/4/14 – 6/26/15	Principal Assistant Principal Data Specialist Math Consultant Math Coach

<ul style="list-style-type: none"> • Develop “PS121’s Math Handbook of Effective Teaching and Learning in Mathematics” to clarify high expectations • Introduce and embed K-5 CCLS aligned Cognitively Guided Instruction (CGI) story problems twice week with a focus on CCLS Math Practice of “Modeling with Mathematics”, to build deep understanding, fluency and coherency with reading, understanding, solving and representing all varieties of word problems • Refine Number Talks further with a focus on modeling and representation of students’ strategies and questioning and discussion techniques i.e. Talk Moves to build student engagement and participation • Collaborate with Math consultant to develop PS121’s Family Math Newsletter four times year • Investigate parent engagement Tuesday afternoon opportunities together with a focus on practical, hands-on family friendly math activities to support students’ learning of math at home and build parents’ knowledge of CCLS Mathematics content 			
<p>C) Literacy</p> <ul style="list-style-type: none"> • Professional learning sessions with each K-5 grade level teacher team to revise, refine, implement and evaluate the “Understanding by Design” units of work, lesson plans and assessments in Literacy to ensure specific and explicit alignment to CCLS as well as to increase levels of cognitive rigor, higher order thinking skills and differentiation with learning and assessment tasks • Looking at Student Work sessions to further refine units of work • Analysis of data to inform next steps in instruction. • Teacher teams analyzing strengths, weaknesses, and trends to differentiate instruction 	All teachers	9/4/14 – 6/26/15	Principal Assistant Principal Literacy Consultants
<p>D) Social Studies/Science</p> <ul style="list-style-type: none"> • K-5 grade level teacher teams to continue to revise, refine and evaluate the social studies and/or science based integrated units of study to ensure multiple entry points for learning to meet the varied needs of all students, especially students with special needs, as well as ensuring alignment to the Universal Design for Learning model (UDL) and CCLS 	Classroom / Cluster Teachers	9/4/14 – 6/26/15	Principal Assistant Principal Literacy Consultants
<p>E) Technology/Digital Media</p> <ul style="list-style-type: none"> • Professional Learning sessions with technology teacher e.g. MOSL, morning and afterschool workshops, training on ATLAS to support curriculum planning • Streamlining of teacher process for uploading to class websites, uploading agendas/minutes of teacher team meetings <ul style="list-style-type: none"> 3. Use of Dropbox collaborative files, Google drive for inputting assessment data 	All teachers	9/4/14 – 6/26/15	Principal Assistant Principal Data specialist

<ul style="list-style-type: none"> Investigate other avenues for communication with parents <ol style="list-style-type: none"> Use of school webpage-www.myps121x.org Use of the online program Skedula for progress reports 			
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Part 4 – Resources Needed

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

Human Resources: Literacy Consultants, Math Consultant, Data Specialist/Technology Teacher
Instructional Resources: PS 121’s CCLS aligned curriculum and assessment documents, PS 121’s Math Teaching and Learning Handbook,
Schedule Adjustments: Professional Learning scheduled for Math and Literacy consultancies

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

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

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

Mathematics: Mid-point check-in with consultant as to achievement of action plan components, Formal and informal observations to ascertain progress. Timeframe: 13th February 2014

Literacy: Mid-point check-in with consultants as to achievement of action plan components, Formal and informal observations to ascertain progress. Timeframe: 13th February 2014

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 5 Statement of Practice (SOP) Addressed	HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Needs Assessment /Analysis

The Quality School Guide 2014 indicated the following **Learning Environment** components’ scores

The **Instructional Core** score in the Learning Environment Survey was 95%, slightly above the citywide satisfaction score for elementary schools of 92%

As well, the **Structures for Improvement** score was 94%, being above the citywide satisfaction score for elementary schools of 89%

The **School Culture** score was 94%, being above the citywide satisfaction score for elementary schools of 91%

One area of need was in School Culture related to student behavior. Teachers commented that there was a need for help with students resolving conflicts and that they needed further help with addressing student behavior issues. This includes the need to continue to build teachers’ proactive behavior management skills and strategies. These skills are foundational to facilitating a supportive and positive school environment and climate which caters for all students’ academic as well as social and emotional needs.

Summary of strengths and needs

- Data indicates need to analyze the School Culture and Systems for Improvement scores more fully to ascertain needs of parents and teachers (Supportive Environment)
- Further analysis revealed concern of teachers was “ order and discipline being maintained”, a need expressed by teachers (Supportive Environment, Collaborative Teachers)

- Our analysis of data revealed that we needed to increase teachers and parents shared understandings of effective proactive and positive behavior management techniques, to develop “positive proactive classrooms” in every classroom in our school (Supportive Environment, Collaborative Teachers)
- Need to build student leadership forums (Supportive Environment)

Part 2 – Annual Goal

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

Annual Goal By June 2015, 100% of staff will be involved in reviewing, refining and implementing a re-development of X121’s Whole School Behavior Management Plan, including pro-active social/emotional development and conflict resolution processes and strategies firstly within the classroom environment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ➤ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ➤ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ➤ Strategies to increase parent involvement and engagement ➤ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Review and refine PS 121’s Whole School Behavior Management consistent school-wide positive behavior management strategies, focused on each classroom as well as for outside-classroom behaviors- Responsive Classroom practices • Ongoing Professional Learning on <u>PBIS</u> techniques for each classroom/cluster teacher/ paraprofessional (see Professional Learning Plan) • Follow-Up with implementation school-wide through actionable feedback during informal and formal observations • Develop school-wide consistent Behavior Improvement Plan template • Continue to refine, revise and monitor behavior management practices to ensure common shared understanding and practices 	Classroom Teachers Paras	9/5/14 – 6/26/14	Principal Assistant Principal PPC Team
<ul style="list-style-type: none"> • Communication with parents- expectations- parents’ roles and responsibilities, model class meeting at first parent teacher conference • Professional learning sessions- March/April for team to develop draft of Whole School Behavior Management Plan. Refine/edit and teacher team to present to whole staff on Chancellor’s Conference Day- June 2015 for whole school 	PPC Team Parents Students	9/5/14 – 6/26/14	Principal Assistant Principal

decision-making and consensus • Establish student leader forums			

Part 4 – Resources Needed

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

Human Resources: PPC team, classroom teachers, coaches, Principal and Assistant Principal
Instructional resources: PBIS texts, sample Behavior Management Plans based on Citywide Discipline Code and rights, rules and responsibilities model
Schedule adjustments- Professional learning sessions for behavior management organized, allocation of professional learning time for teachers, paraprofessionals, cluster teachers

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

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

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

February 2015- mid- point check-in with team indicating progress in refinement and development of behavior management and establishment of positive classroom environments
 - midyear survey to ascertain progress and ongoing needs

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 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Needs Assessment/Analysis

The School Quality Guide 2014 details the following diverse demographic data of our school:

- English Language Learners 4%
- Students with IEPs 15%
- Students with IEPs (less than 20% time with non-disabled peers) 2%
- Free Lunch Eligible 64%
- Asian 6%
- Black 62%
- Hispanic 28%
- White 3%
- Other 1%

As well the School Quality Guide 2014 details our Math and ELA state data needs.

Mathematics: The School Quality Guide indicates students at PS 121 were "Meeting Target" in Student Achievement and "Meeting Target" in Student Progress.

The Elementary School Quality Snapshot (2014) The snapshot also indicated that with regards **Mathematics Student Achievement**, 43% of students met State Standards, being above the district average of 30% and also above the city average of 39%

With regards **Mathematics Student Progress** in Mathematics, all students made "fair" Progress with the lowest performing students making "good" progress.

Literacy: The Elementary School Quality Snapshot (2014) indicated that with regards **Literacy Student Achievement**, 31% of students met State Standards, being above the district average of 21% but also slightly above the city average of 30%

With regards **Student Progress** in Literacy, all students made “Good” Progress” with the lowest performing students making “Good” progress.

The School Quality Review 2012 recommended to:

- “continue to improve teacher pedagogical practice that provides differentiated supports to address the needs of a variety of learners”

The Closing the Achievement Gap score indicated students were “Approaching Target”. This also confirms the ongoing need for increasing and refining differentiated pedagogical practices to ensure all students’ needs are met.

The 2014 Elementary School Quality Snapshot “Closing the Achievement Gap” (p.4) Literacy/Math scores, (our students’ scores as compared to other students who scored at the same level last year) were as follows:

Literacy:

ELL’s “N/A” SWD’s “Fair” **Lowest Performing “Good”**

Math

ELL’s “N/A” SWD’s “Fair” **Lowest Performing “Good”**.

Summary of Strengths and Needs

- Data indicates need to continue to focus on differentiation, particularly for ELL’s, SWD’s and Lowest Performing sub groups. (Rigorous Instruction, Collaborative Teaching)
- Using 2014- 2015 Instructional focus of “Questioning and Discussion Techniques” as a vehicle to meet all students’ needs (Rigorous Instruction, Collaborative Teaching)
- * Use of teacher teams (grade level and vertical) to build shared understandings of effective differentiation across content areas and build teachers’ content and pedagogical knowledge (Rigorous Instruction, Collaborative Teaching)

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

By June 2015, 100% of teachers will receive actionable feedback through frequent cycles of formal and informal classroom observations based on a research-based Teacher Effectiveness framework (Danielson) and analysis and alignment of this data will inform appropriate professional learning, focused on improving student achievement.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Professional Learning Plan to detail all professional learning aligned to each of goals (see attached) 	<p>All Teachers Grade</p>	<p>9/5/14 – 6/26/14</p>	<p>P.S. 121 Professional</p>

<ul style="list-style-type: none"> Monday professional learning of teacher teams focused on data based Inquiry sessions, using data to drive more specific and targeted intervention daily. These cycles will be determined by teachers' analysis of data in Literacy and Math to build efficacy and teacher empowerment in decision-making in professional learning. Developing a Theory of Action: <i>If we develop the instructional expertise and content knowledge of our teachers, build collaborative teacher teams, address diverse learning styles through rigorous and engaging tasks, and monitor student progress through multiple evaluative formats, then students will show progress towards mastering the Common Core Learning Standards in all academic areas.</i> Work in grade level teams to build understanding of: <ul style="list-style-type: none"> - using literacy data to inform next steps in targeted and effective literacy instruction to best meet the specific needs of all students -using math data to inform next steps in targeted and effective math instruction to best meet the specific needs of all students Professional learning with external consultancies focused on building teachers' content knowledge and crafting effective pedagogy to meet the needs of ALL learners, particularly ELL's and SWD's. These cycles will incorporate and embed PS 121's instructional focus of "Questioning and Discussion", aligned to Danielson's component 3d on the Teaching Effectiveness Framework Continue professional development support for Special Education teachers (Integrated Co-Teaching Teams, paraprofessionals, and support providers) in order to strengthen instruction and improve outcomes for Students With Disabilities (SWD's) Develop schedule for formal and informal observations with teachers including timely actionable feedback Ensure this feedback reflects teachers' individual goals aligned to Literacy and Math consultants' action plans and goals 	Teams		Learning Team Principal Assistant Principal Math Coach Literacy Consultants Math Consultant

Part 4 – Resources Needed

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

Human Resources: Literacy Consultants, Math Coach, Math Consultant, Technology Teacher
Instructional Resources: PS 121 CCLS aligned curriculum and assessment documents, PS 121 Math Teaching and Learning Handbook, Rubrics from Danielson's Teaching Effectiveness Framework, NYCDOE Professional Learning Handbook, Power of Teacher Teams (Bowles & Troen), K-2 Math Stations (Debbie Diller), Van De Walle's Math text
Schedule adjustments: Labsites for professional learning scheduled for Math and Literacy/Social Studies

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Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

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

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

Mathematics: Mid-point check-in with consultant as to achievement of action plan components, Formal and informal observations to ascertain progress. Timeframe: 13th February 2014

Literacy: Mid-point check-in with consultant as to achievement of action plan components, Formal and informal observations to ascertain progress. Timeframe: 13th February 2014

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 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Needs Assessment & Analysis

The Quality School Guide 2014 : Responses from teachers on the Learning Environment Survey indicated that leaders of this school placed a high priority on the quality of teaching. There is an ongoing need for further involvement and awareness of strategic decision-making with teacher leaders. Teacher leadership has been a developing focus at PS 121 and there is a need to refine these processes further to maximize teacher involvement and efficacy.

Summary of School’s Strengths and Needs

- Continue to build school culture through collaborative decision-making and empowering further teacher leadership (Effective School Leadership)
- Continue to document phases of building teacher leadership at PS121 with teachers (Effective School Leadership)

Empower teacher team to lead other teachers in monitoring of CEP/Strategic Plan and development of 2015/2016 plan (Effective School Leadership)

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

By June 2015, continue to build distributive leadership structures involving teachers, students, coaches and administrators

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Continue to refine processes of teacher leadership within Professional Learning Team- clarify roles and responsibilities, document teacher leadership processes in strategic planning/decision-making, moving to Phase 2 of Strategic Planning Processes led by vertical teacher team 	Professional Learning Team	9/5/14 – 6/26/15	Professional Learning Team Principal Assistant Principal
<ul style="list-style-type: none"> Grade Level Teacher Teams- every team to establish norms for working together collaboratively on Monday and Tuesday professional learning time, monitoring professional learning cycles and adjusting/adapting as needed 	Grade Level Teacher Teams	9/5/14 – 6/26/15	Principal Assistant Principal
<ul style="list-style-type: none"> PPC team to develop whole school proactive plan, embedding positive classroom practices and empowering teacher leadership in strategic decision making 	PPC Team	9/5/14 – 6/26/15	Principal Assistant Principal
<ul style="list-style-type: none"> 			

Part 4 – Resources Needed

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

Human resources: Professional Learning Team/ Grade level teacher teams/ PPC Team

Instructional Resources: Professional learning Handbook, Setting norms and protocols for Inquiry work information, PBIS texts

Schedule adjustments: Organize Behavior Management Meetings- venue/facilitation etc

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

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

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.

Professional Learning Team- interim check-ins each month with progress of grade level teacher team inquiry work

February 13, 2014: Mid year check-in with each group as to progress to date

Professional Learning Team- check-in as to progress of CEP/Strategic Plan

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 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	HE
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Needs Assessment/Analysis

2014 School Environment score indicated that while 94% of parents were satisfied with the education their children were receiving, 88% of parents felt that the school offers a wide enough variety of courses, extracurricular activities and services.

There are a great range of extra-curricular activities and services available at PS 121 so there appears to be a need to further build and strengthen our communication in a variety of ways

Quality Review 2012 indicated need for ongoing refinement of parent/community ties. Area of focus included need for further strengthening of “Families regularly engaged in school decision-making, activities, and an open exchange of information regarding students’ progress toward school and class expectations” (Quality Review 2012)

Summary of Strengths and Needs

- Need to deepen our communication with parents- consider deepening use of technology, parent engagement sessions with teachers on Tuesday afternoons (Strong Family/Community Ties)
- Ensure clear transparent communication with parents and community for whole school across two sites (Strong Family/Community Ties)
- Need to ensure continued strong communication with parents of at-risk students to form trusting, respectful relationships both focused on improving student outcomes academically, socially and emotionally (Strong Family/Community Ties)

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

By June 2015, create/ refine 3-5 specific information channels to keep all parents informed and involved of academic, social and emotional expectations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Class web sites will be strengthened so that parents can access it more freely for educational resources (see Rigorous Instruction- Literacy/ Media /Technology section) • CCLS Family Math Newsletter- quarterly • Parent Coordinator/Curriculum Teams/Classroom Visits/ /Parent Appreciation Day breakfast • Multi-layered Parent workshops (linked to annual goals)- ARIS Parent Link, Technology- ST Math “Jiji”, use of Skedula program, every month PTA meeting with principal and PTA recap, new Positive Behavior Management, ELA Parent workshop, Math Parent workshop • Curriculum night- all teachers sharing best practices , goals and expectations • <u>College & Career Readiness</u>: Career Day- parents and community members share their careers through discussion • Technology teacher to lead the ongoing updating of the PS 121 website to ensure greater communication with parents electronically, incorporating variety of multi-media tools • Class webpages for every class, maintained and regularly updated with current curriculum focus, homework, class celebratory activities, parent invitations etc. • Parents involved in/informed of decision-making processes with students with IEP’s: programming adaptations, IEP goals and achievements, and involved in planning next steps • Close liaison with parents to monitor each student’s progress 	<p>P.S. 121 Parents</p> <p>Community Members</p>	<p>9/5/14 – 6/26/15</p>	<p>Principal Assistant Principal</p> <p>Parent Coordinator</p> <p>Grade Level Teacher Teams</p> <p>School Leadership Team</p> <p>Data Specialist/Technology Cluster</p>

<ul style="list-style-type: none"> Meetings with every parent of child with IEP, by October 2014 Ongoing progress monitoring meetings throughout the school year 			

Part 4 – Resources Needed

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

Human Resources: Parent Coordinator, parent volunteers, Learning Leaders, Community Resources,
Instructional Resources: Technology cluster/Data Specialist with parent coordinator regarding website,
Schedule Adjustments: Close liaison with parent coordinator to organize schedule of workshops, breakfasts,
 - organization of all other breakfasts/meetings/curriculum teas/class celebrations on school-wide calendar for transparent communication

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

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

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

February 2015: SLT- Mid Year survey with parents to check on progress and needs, including “Learning Environment” items.

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 6: Academic Intervention Services (AIS)
(Required for All Schools)**

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Baseline assessments, in writing, benchmark assessments in reading, ELA units of study diagnostics, summatives, formative assessments, teacher observations	Guided reading and writing, individual conferences during intervention time, after-school test preparation program, Fountas and Pinnell intervention program	Small group instruction/individual conferencing when needed	During the school day and after school test preparation program
Mathematics	Math culminating tasks, exemplars, teacher observations	Interactive math games, manipulative, number talks, CGI.	Small group instruction, guided math, individual conferencing based on need	During the school day and after school in a test preparation program
Science	Integrated ELA/Science units of study diagnostics, summatives, formative assessments, teacher observations	Hands on work to reinforce the unit, FOSS investigations	Small group instruction	During the school day
Social Studies	ELA/Social studies units of study diagnostics, summatives, formative assessments, teacher observations	Instruction is embedded into units of study to provide a framework for instruction	Work is tiered based on ability and need. Instruction is small group, integrated reading writing workshop using: leveled informational books, big books, close reading, guided reading	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PPC team, teacher recommendations, parent request, IEP evaluations	Counseling, behavior management strategies	Individual/small group	During the school day

11X121 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	982	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	63.6%	% Attendance Rate		91.7%	
% Free Lunch	57.1%	% Reduced Lunch		1.6%	
% Limited English Proficient	3.8%	% Students with Disabilities		14.5%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American		62.5%	
% Hispanic or Latino	27.2%	% Asian or Native Hawaiian/Pacific Islander		6.0%	
% White	3.1%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.19	# of Assistant Principals (2014-15)		N/A	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.4%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		9.62	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	30.7%	Mathematics Performance at levels 3 & 4		43.1%	
Science Performance at levels 3 & 4 (4th Grade)	86.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

11X121 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	982	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	63.6%	% Attendance Rate		91.7%
% Free Lunch	57.1%	% Reduced Lunch		1.6%
% Limited English Proficient	3.8%	% Students with Disabilities		14.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		62.5%
% Hispanic or Latino	27.2%	% Asian or Native Hawaiian/Pacific Islander		6.0%
% White	3.1%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.19	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		9.62
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	30.7%	Mathematics Performance at levels 3 & 4		43.1%
Science Performance at levels 3 & 4 (4th Grade)	86.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

11X121 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	982	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	63.6%	% Attendance Rate			91.7%
% Free Lunch	57.1%	% Reduced Lunch			1.6%
% Limited English Proficient	3.8%	% Students with Disabilities			14.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American			62.5%
% Hispanic or Latino	27.2%	% Asian or Native Hawaiian/Pacific Islander			6.0%
% White	3.1%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.19	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			2.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			9.62
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	30.7%	Mathematics Performance at levels 3 & 4			43.1%
Science Performance at levels 3 & 4 (4th Grade)	86.0%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

11X121 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	982	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	63.6%	% Attendance Rate		91.7%
% Free Lunch	57.1%	% Reduced Lunch		1.6%
% Limited English Proficient	3.8%	% Students with Disabilities		14.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		62.5%
% Hispanic or Latino	27.2%	% Asian or Native Hawaiian/Pacific Islander		6.0%
% White	3.1%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.19	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		9.62
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	30.7%	Mathematics Performance at levels 3 & 4		43.1%
Science Performance at levels 3 & 4 (4th Grade)	86.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

11X121 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	982	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	63.6%	% Attendance Rate		91.7%
% Free Lunch	57.1%	% Reduced Lunch		1.6%
% Limited English Proficient	3.8%	% Students with Disabilities		14.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		62.5%
% Hispanic or Latino	27.2%	% Asian or Native Hawaiian/Pacific Islander		6.0%
% White	3.1%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.19	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		9.62
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	30.7%	Mathematics Performance at levels 3 & 4		43.1%
Science Performance at levels 3 & 4 (4th Grade)	86.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

11X121 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	982	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	63.6%	% Attendance Rate		91.7%
% Free Lunch	57.1%	% Reduced Lunch		1.6%
% Limited English Proficient	3.8%	% Students with Disabilities		14.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		62.5%
% Hispanic or Latino	27.2%	% Asian or Native Hawaiian/Pacific Islander		6.0%
% White	3.1%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.19	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		9.62
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	30.7%	Mathematics Performance at levels 3 & 4		43.1%
Science Performance at levels 3 & 4 (4th Grade)	86.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

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.
<ul style="list-style-type: none"> Research teacher’s background and prior experience Perform regular informal and formal observations using a research based Teacher Effectiveness Framework (Danielson) to provide specific, actionable feedback regarding the components of effective teaching Literacy Consultants provide push-in coaching, modeling, co-teaching, planning, scaffolding and support to individual teachers regarding the effective implementation of Balanced Literacy components of Guided Reading, Shared Text, Independent Reading, Read alouds using a “gradual release of responsibility” coaching model. Mathematics Coach/ Mathematics Consultant provide push-in coaching, modeling, co-teaching, planning, scaffolding and support to individual teachers regarding the effective implementation of Balanced Mathematics components of Tiered Workshop model lessons, Guided Math, Number Talks, Cognitively Guided Instruction Problem solving using a “gradual release of responsibility” coaching model

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).
<ul style="list-style-type: none"> Professional Learning Team- development of plan and schedule Math coach- in-classroom coaching: using a “gradual release of responsibility” model External Literacy Consultants- K-2 & 3-5 – cycles of professional learning within instructional focus External Math Consultant K-5— cycles of professional learning within instructional focus Push-in coaching, modeling, co-teaching with individual teachers Lunch ‘n Learn sessions- teachers are invited to voluntarily share lunch and build their content knowledge in Mathematics. To date this year, we have held sessions concerning Addition strategies, Multiplication strategies, Division strategies Specific professional learning sessions with new teachers or teachers new to the grade to build content knowledge Grade level Teacher Team sessions- focused on revising units of work, planning more rigorous tiered, differentiated lessons, Looking at Student Work sessions to analyze students’ work, strengths and weaknesses trends to provide differentiated instruction, calibrate scoring using Common Core Learning Standards rubrics and scoring guides, developing plans for next steps for students with intervention Classroom inter-visitations to share best practices across grades Voluntary teacher videoing of best practices to share with teachers across grades

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.).

A range of plans is used to transition preschool children to the elementary school program:

- Two transitional days in September where students come in on a half day basis to get to know the teacher, and to become familiar with the classroom environment.
- Workshops for parents during the transitional days, describing the PreK program, acquainting them with the school, and giving them ideas to help their children transition into school life, and assimilate into PS 121.
- Ongoing parent workshops, including parenting, literacy, math, nutrition...all geared to parents of PreK students.
- Open classroom policy. Parents are invited to spend time in the classroom as volunteers, or observers.

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.

Our teacher effectiveness planning team worked through the summer to investigate and make decisions regarding multiple measures of assessment

- The MOSL team, along with school administrators attended professional development sessions during the summer. Assessment measures were discussed.
- The team presented their suggestions to the Principal, who approved them.
- During the September professional development, the entire staff received training on the assessments. The team asked for suggestions. Staff was in agreement.

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

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

Program Name	Fund Source	Funding Amount:	Place an (X) in <u>Column A</u> below to verify that
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	(i.e. Federal, State or Local)	Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	622,710		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	150,729		
Title II, Part A	Federal	197,365		
Title III, Part A	Federal	11,200		
Title III, Immigrant	Federal	17,791		
Tax Levy (FSF)	Local	4,361,482		

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

Section 9: 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 SCEP 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.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[P.S 121]**, 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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;
- Distribution of free books for students during Parent-Teacher Conferences
- Parent Coordinator’s office supplies free literature and books for parents
- Book Store open for parents and students during Parent-Teacher conferences.
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand
-

Schedule of Parent Meetings and Events

Monthly Workshops:

September- After School Fair

October- ST Math (Enhancing/supporting Mathematics using technology)

November- Math Workshop (Number Talks demonstration)

December- Holiday Crafts

January- Family Cultural Event/Pot Luck
ELA/Math Test Prep Workshop

February- Financial Planning/Tax Prep Workshop

March- Family Fitness

April- Spelling Bee
ELL workshop

May- Student Production

June- Year-End Celebration

School-Parent Compact (SPC) Template

[P.S. 121], 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.

- **School Responsibilities**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their

child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

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

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	32		2	10		5				42

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	32	0	2	10	0	5	0	0	0	42
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	1		1	1	1								8
Intermediate(I)		5	3	1	1	3								13
Advanced (A)	5	5	3	3	4	1								21
Total	9	11	6	5	6	5	0	42						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		3		1				5
8									0

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

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

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

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

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

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

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

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

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

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

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

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

4. For each program, answer the following:

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

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

After determining that a child is an ELL student through the informal interview and HLIS survey these children are then administered the LAB exam to determine their English language proficiency. All ELLs receive linguistic support as part of their core instructional program in Tier I. Students are taught grade level content according to the Common Core Standards. The ESL Teacher pushes into each grade that houses the ELL learners. The ESL teacher works in collaboration with the classroom teacher planning rigorous, tiered and differentiated lessons to meet the needs of the learners. Children are monitored and assessed to see if they are making the appropriate strides and achievements necessary. (Pearson assessment, classroom observations, running records, diagnostic assessment, teacher observation,culminating tasks) Those children who are displaying difficulty with specific content or skills and are not yet meeting standard are placed in Tier II instruction. Lessons/Activities are planned, tiered and differentiated to meet specific skills to reinforce the standard based curriculum. Extra attention is given to these children in smaller group settings working on specific needs based instruction in conjunction with core instruction. This remediation is done usually within a 6 to 8 week period and progress is

constantly monitored through observational notes of the classroom and ESL teachers, informal and formal assessments and diagnostics. If after this time expected gains are still not meet the ELL child is then placed in Tier III where intense and individualized instruction is planned for the specific needs of the child in small group and 1:1 during the Intervention period (pull out) or within the classroom(push in).These children are closely monitored and assessed. If a student is still displaying difficulties and challenges over a substantial amount of time the School Based Support Team will then start the process to conduct a comprehensive and multidisciplinary evaluation to help determine the possibility of special education services.

6. How do you make sure that a child's second language development is considered in instructional decisions?
In order to make an informed instructional decision, information is compiled from the very first assessment stage (informal interview of child and parent). Some factors that are considered are previous education in the US or home country, how much home support is there at home for first language and English development. The ESL teacher works in collaboration with all classroom teachers who house our ELL learners. Effective ESL techniques and strategies are used within the classroom and in the lessons planned for teaching content areas. Support of native language is used when possible through charts, computer, dictionary and books. Parental support is always welcomed and encouraged.
7. For dual language programs, answer the following:
 - 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our ELL program through Test Scores such as the NYSESLAT, NYS Math and ELA. As well as, Teacher observation, informal and interim assessments, 100 Book Challenge Notes, Fountas and Pinnel assessments, Inquiry Study, culminating tasks and running records. Out of 33 children tested last year, 9 advanced one level and 2 reached proficiency.

Part IV: ELL Identification Process

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

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](#).)
At registration each parent is presented with the Home Language Identification Survey (HLIS). A certified and licensed ESL teacher, the pupil personal secretary and a translator (Spanish Speaking) are present to administer the survey and conduct an informal interview with the parent or guardian and child. If a language other than English is indicated the ESL teacher then determines whether the child is eligible for the LAB-R exam. According to the number of questions, where another language has been identified other than English, the child will then be administered the LAB-R exam. The LAB-R exam will be given within 10 days of the child's registration date. If a child falls below the LAB-R cut score and their first language is Spanish they are then administered the Spanish LAB to determine their proficiency in their native language. The Spanish LAB is administered by our Spanish speaking pedagogues. The proper testing modifications are followed as well. This test is then hand scored to determine placement and language proficiency. The child is then placed accordingly as a result of the score (beginning, intermediate, and advanced). These children are serviced by a fully licensed and certified ESL teacher (Ms. Massaro) working in collaboration with the Classroom Teachers who are trained and use ESL strategies, methodology and practices. Annually all ELL children are given the NYSESLAT, by the Testing Coordinator and IEP teacher adhering to the proper testing modifications needed. The ATS report used is RLER to determine NYSESLAT eligibility. The results of the NYSESLAT provide data to help track each child's progress/needs in the four modalities of Listening, Speaking, Reading and Writing. Using these results children are placed accordingly for the next school year. Every fall parents are notified, through letters in their native language when needed, their child's level and placement. The needs/strengths of each child are evaluated and planned for by the ESL teacher in conjunction with the classroom and cluster teachers using a differentiated approach to help meet their individual needs
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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

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

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

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

parent's request will be maintained in the students file. If there are 15 or more students with the same language, and in the same of two contiguous grades, then our school will open a bilingual program.

Part V: ELL Programming

A. Programming and Scheduling Information

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

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

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

The ELL push in services will be provided in accordance with the mandated ESL allotted time based on student proficiency level. These push in services are provided by a licensed and certified ESL teacher along with classroom teachers who use ESL

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

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

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

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

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

b. ELLs in US school less than 3 years: LAB-R results will determine the services offered. Parent meetings will be offered to familiarize families to programs and community. Parent workshops are also provided to help parents get familiar with and learn about the curriculum, so they may take an active part in their child's learning. The full range of assessment will be administered to monitor progress

through the stages and on- going language experience lessons will be offered in the classroom. Parents will be invited to the after school program to work with the teacher and students to further acclimate themselves to the NYC school system. We would also offer: Buddy Pairing, Extended Day Program, Open School Night and Guidance when necessary.

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

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

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

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

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

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

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

Courses Taught in Languages Other than English

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

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

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

Courses Taught in Languages Other than English

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

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

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

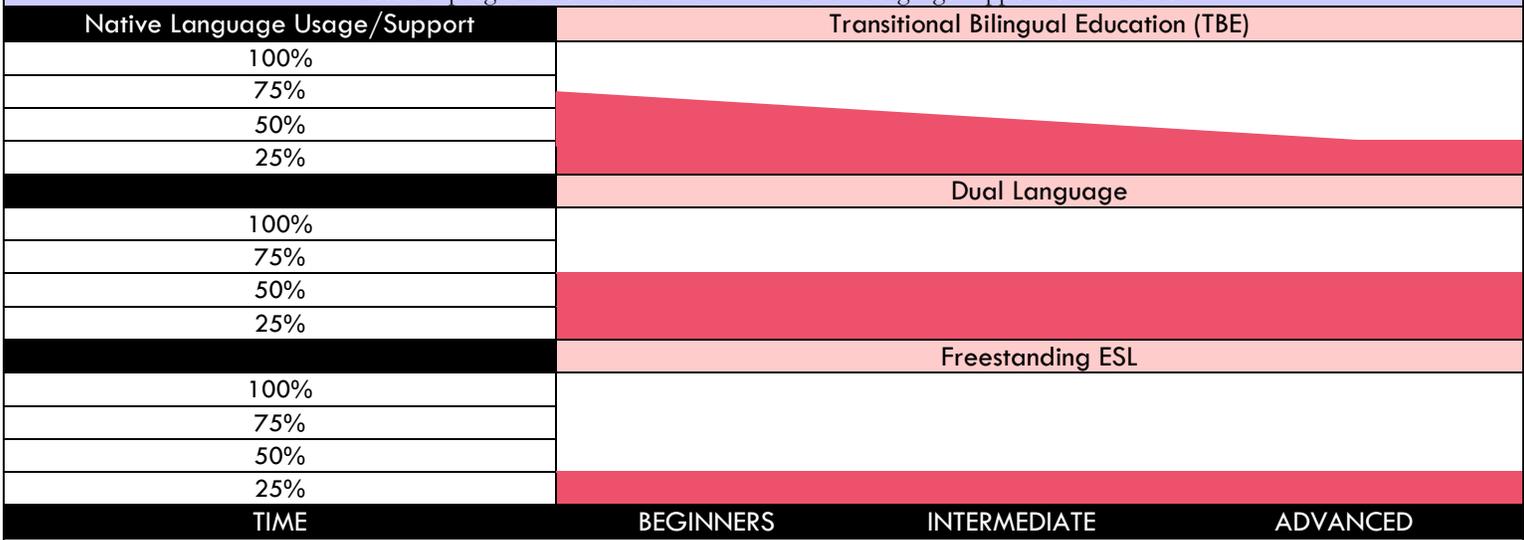
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our support services are provided to the ELLs are both reading/writing and math intervention. The Reading/Writing Intervention teacher uses 100 Book Challenge assessment tools to assess students, target weak areas and build upon areas of strength. The IRLA is a standard based assessment which pinpoints a child's weak areas, ECLAS is used as a writing assessment in conjunction with the 5Types of Writing, Fountas and Pinnell addresses phonics and Running Records are used as an ongoing assessment tool. The Math Intervention Teacher uses the Chicago Math Program to asses' students and uses item analysis to address needs, EDM end of unit tests, ECAM (K-2) and Guide Posts (K). Predictive ELA and Math Assessments (3-5). These interventions are offered in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The ESL Teacher works in collaboration with the classroom teachers whose rooms house the ELL students. Rigorous and quality Lessons/Units are planned according to the Common Core Standards and differentiated for all ELL learners incorporating language objectives. Progress is monitored through the data collected from assessments, observations and diagnostics (collaborative effort). We continually scaffold and tier instruction to the children's learning style incorporating ESL techniques, strategies and methodologies in both reading and math. Using data from the NYSESLAT and Pearson's assessment we are seeing most of our ELL learners are acquiring oral language at a steady pace.
11. What new programs or improvements will be considered for the upcoming school year?
- iPADs will be purchased and used during small group activity and lessons.
12. What programs/services for ELLs will be discontinued and why?
- No programs or services will be discontinued for ELLs
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are heterogeneously mainstreamed into the classroom where they are eligible for all school programs available. We offer an after school program for all children inclusive of ELLs. There will be 1 teacher holding an ESL license accompanied by fellow teachers who use ESL practices and strategies. This program will assist students with the enhancement of their literacy skills, strengthen their writing skill and work on test taking skills to better prepare them for the NYSESLAT and other state tests. The Title III funding is for our After School Program. Our ELLs fully participate and have access to all school programs such as Band, Chess and Ballroom Dancing, As well as, the After School Program that is offered.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Our literacy curriculum supports the development of our students', inclusive of the English Language Learners' academic language. In the classrooms, the students are immersed in print rich environments. The classroom libraries are well equipped with a variety of trade books that are organized by genres and levels. The students are made aware of their independent reading levels. They are given the opportunity to read independently (100 Book Challenge) or engage in book talks within groups or during whole class discussions. Each classroom teacher meets with two scheduled groups of students daily to guide them in their application of effective reading strategies. (Through Fountas and Pinnel children are taught using their instructional level). A risk free environment is promoted, which encourages our students to share their learning and to clarify their misconceptions.
- The ELL children at the beginning and intermediate levels will work on programs from Learning Resources. These programs work on learning phonics and language patterns through listening, speaking, reading and writing. Through big books, posters and poetry it engages children in conversations about specific scenes and encourages them to communicate among themselves while the teacher serves as a facilitator. Also while teaching and reinforcing vocabulary using predictable, basic language patterns. Theme-based readers and activities are used to promote essential literacy skills in all levels. Grammar skills will also be incorporated with The Five Types of Writing to aid in all ELL children's writing. These programs align with the state standards as well as preparation for the NYSESLAT exam. Smart Board Technology will also be incorporated into their learning. Smart Boards are in place in every classroom.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native Language Support will be delivered in our ESL Program through dictionaries, charts and pictures that feature translations in the different languages to develop vocabulary, to help associate words with object and to build oral language skills. Learning Resoures is a program used to build and strengthen vocabulary and reading. Content area state tests will be ordered in child's native language when necessary.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

There are no language electives offered at PS 121.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

Professional Development and Support for School Staff

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

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

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

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

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

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

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

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

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

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

11/14/13 Math planning unit with consultant

11/20/13 ECAM data analysis with Consultant

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

PDs scheduled topics for half days:

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

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

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

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

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

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

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

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

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

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

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

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

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

D. Parental Involvement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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



**Division of Specialized Instruction and Student Support
Office of English Language Learners**

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<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 as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 22
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Title III funds provided for the 2014-2015 school year will be allocated towards an after school extended day program. This program will begin - mid November and run through March. One Certified ESL teacher, in conjunction with 3 content area teachers, will provide targeted Intervention to all ELLs in the after school program. The ESL teacher will co-plan and co-teach with the 3 content area teachers in grades 3,4 and 5. The ELL after school will meet on Wednesday and Thursday afternoons from 2:20- 3:45. This instruction will be solely in English with some Spanish support for those Beginner learners who need it. This program will house all levels of ESL learners across the 3rd to 5th grades. Based on the data of the NYSESLAT there will be 5 Beginners, 5 Intermediates, 5 Advanced and 3 Proficient (18 ELL students in total). Instruction for this program will focus on literacy (reading and writing) and math; using ESL methodologies to better prepare them for the NYSESLAT, ELA and State Math Test. In addition a listening component will enhance their ability to process the English Language using their auditory skills. Smart Board Technology and the computer program Imagine Learning will also be incorporated as well as a rotation of small group instruction focusing on the needs and skills that need to be strengthened and reinforced. Smart Board Technology and Imagine Learning will be used to teach learners of different ages and levels to speak and understand the English language. Through the use of this technology it will help to assist and reinforce skills that are inclusive of the four modalities of Listening, Speaking, Reading and Writing. Imagine Learning provides instruction through fun educational activities and repeated practice in the five essential components of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension . It provides lessons, educational games, activities and quizzes which all align with both the ESL Standards as well as NYS Common Core Standards. It provides a fun and interactive way for each child to further progress and support the academic gains of all ELL children while providing first language support in 13 languages. Small group instruction will be needs based for all levels of children. Differentiated Instruction will support literacy and math lessons. Leveled readers and math games will keep the children interested and actively involved in their learning. Lessons implemented will focus on the children's reading and writing levels. Test prep activities such as listening exercises, grammar and phonics work will also be incorporated in the instruction to help all ELL children to make the necessary academic gains in their Writing to better perform on the NYSESLAT and other state tests. Based on the data of the NYSESLAT, ELA and Math Test scores our ELL population has been making positive gains in this area of need.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: To ensure that ELL students receive adequate instruction in order to acquire English proficiency, a certified ESL teacher has been appointed to provide services at P.S.121. The ESL teacher will receive professional ongoing training through workshops offered under the DOE to further develop her understanding of ESL methodologies and will turnkey that information to the classroom teachers. Through the Literacy Support Systems the ESL teacher along with the teachers whose classrooms house the ELL children and receive push in services will receive Professional Development.

The Professional Development will take place on going throughout the year on the extended Tuesday afternoons starting 10/6/2014 (bi-weekly) until 6/9/2015. The ELL Teacher and the teachers whose classrooms receive push in services will meet regularly to discuss best practices to meet the needs of our ELLs. Through discussions we will brainstorm the next steps necessary to support those struggling. Strategies will be incorporated with in the classroom and we will reflect upon our findings. All teachers will work together to find ways to better support the ELLs in the four modalities of language acquisition: reading, writing, speaking and listening.

* JiJi Math: An individualized standard based computer program that aides and assists children to master grade appropriate concepts. The generated data will assist in planning appropriate lessons to talior to a specific area of need both individually and small group.

* The Aussie Consultant and Math Coach will model ECAM diagnostics as well as lead discussions in analyzing, planning and instruction.

*Educational DVD of "Number Talks" will be viewed and discussed to better incorporate our ELLs in these meaningful discussions.

* Imagine Learning will also be provding onsite training to staff who will be using the software. The training will expose teachers to the programs scope and sequence. It will provide hands on experience and ensure a best practice implementation of the software for all our ELL learners. We will analyze the data driven reports to better individualize instruction and small group learning.

Teachers will be coached to use language development techniques as well as, the use of TPR when lesson planning and conferencing with students in their guided reading groups. Teachers will also be trained on how to more effectively use Making Meaning, a program designed to develop language in students and to develop conversational techniques. These teachers will work collaboratively in planning more effective lessons during small group instruction time during the ELL after school session.

The Literacy Consultant will meet with teachers to:

- * discuss goals and objectives
- * ELA Curriculum planning and performance tasks
- * Running records and conferencing
- * Fountas and Pinnel (assessment tool) and individualized reading
- * How to use questioning to develop higher order thinking skills
- * Curriculum mapping, writing units of study and oral language development will also be ongoing topics as they are a school wide focus.

During the year we will have inter-visitations of classrooms for teacher to observe other pedagogues and discuss best practices.

Extended Monday afternoons (bi-weekly)starting 10/5/2014-6/8/2014

A study group including the ESL Teacher and the cooperating teachers whose classrooms contain ELL Learners will be presented with research in second language learning, using materials that were distributed at regional professional developments. Also, professional texts and journal articles will be

Part C: Professional Development

reviewed and discussed to help our team keep abreast on current issues and findings. Curriculum mapping, writing units of study, oral language development will also be topics of discussion as they are a school wide focus. All of these strategies will assist our second language learners. Instruction is differentiated according to the ELL child's level and allows each child to excel at their own pace.

Also on November 4th Professional Development will take place. Teachers, inclusive of ELL teachers, will participate in a full day of training by our Literacy and Math Consultants to address the following:

- *Developing and strengthening oral language
- * Building Academic Vocabulary in both Reading and Math
- * Rigorous Questioning to deepen comprehension
- * Scaffolding strategies to enhance and support the ELA curriculum to better address the needs of the ELLs.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

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

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

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

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

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

Part D: Parental Engagement Activities

explanation of progress reports and filling out middle school applications.

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

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

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

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

Family Fun Fitness Workshop- April and May

May- The topic of the Parent's Meeting will be Writing. Focusing on translating the Listening and Speaking aspect of the Standards into Writing that will reflect the student's own voice.

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____