

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

School Name: P. S. 126X
DBN (i.e. 01M001): 09X126
Principal: NADINE KEE-FOSTER
Principal Email: NKEEFOSTER@SCHOOLS.NYC.GOV
Superintendent: LETICIA RODRIGUEZ-ROSARIO
Network Leader: MARLENE WILKS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Nadine Kee-Foster	*Principal or Designee	
Wichemond Tremont	*UFT Chapter Leader or Designee	
William Brown	*PA/PTA President or Designated Co-President	
Ana Serrano	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Waayl Shahid	CBO Representative, if applicable	
Andrea Rankin	Member/ Chairperson- UFT	
Virginia Wolfe	Member/ Recording Secretary- UFT	
Mary Russo	Member/ UFT	
Lidia Osorio	Member/ UFT	
	Member/ UFT	
	Member/ UFT	
Lovely Freeman	Member/ Parent	
Nakia Wilson	Member/ Parent	
Graciela Menjares	Member/ Parent	
Theresa Lawrence	Member/ Parent	
Tishawn Smith	Member/ Parent	
	Member/ Parent	
	Member/ Parent	
	Member/ Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

To improve reading comprehension levels of students in grades K-5 by effectively implementing rigorous tasks that are CCLS aligned, and support the CIE and instructional shifts.

- By June 2015, students will demonstrate a deeper understanding of literary or informational texts by using them as sources for making explicit or inferential statements resulting in a minimum of at least a 5% increase in the number of students who show growth in their attained an average proficiency rating; from 2.30 in 2014 to 2.42, as measured by the NYS Common Core Aligned Test in ELA.

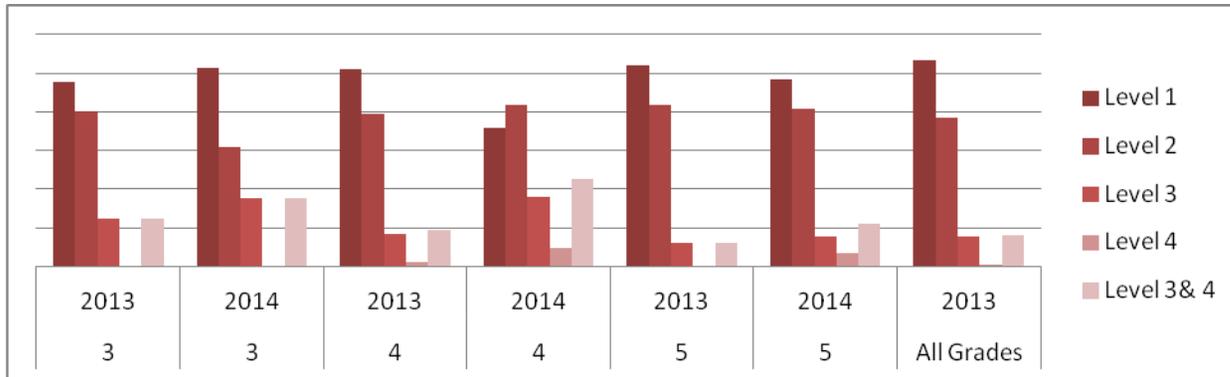
Comprehensive Needs Assessment

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

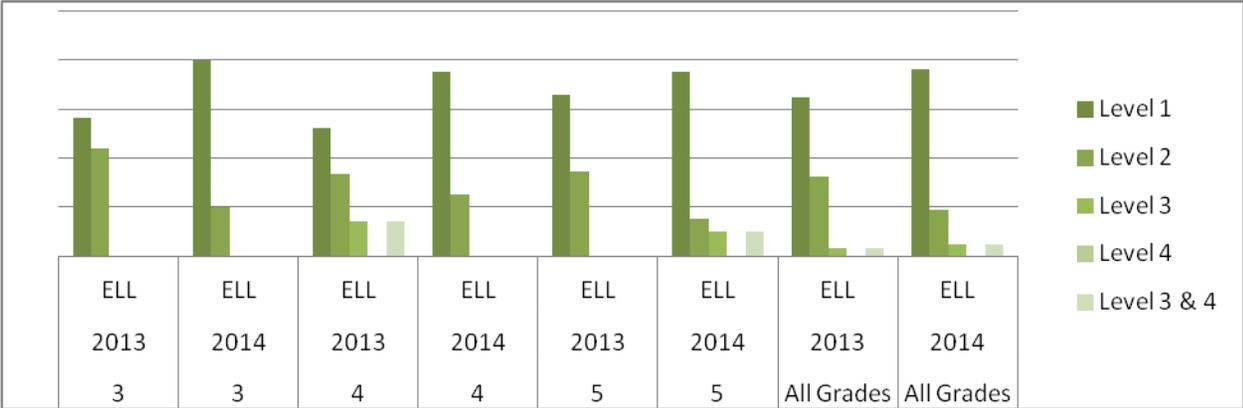
- During June of the 2014-2015 school year, criterion-reference data including Fountas and Pinnell for Grades K-5 and the NYSESLAT for ELL students in grades K-5 were used along with benchmark assessments in English Language Arts to monitor student progress in ELA.
- For the 2014-2015 school year, grades 2-5 were given an ELA baseline assessment to assess current benchmark levels.
- Additional “Soft Data” used included benchmark folders (student work), benchmark assessments, performance tasks, formative and summative assessments, teacher and student rubrics/checklists. Teacher observations are also utilized to inform student performance and teacher effectiveness, based on the Danielson Rubric for Teacher Effectiveness. Data retrieved from the NYS Test in ELA, our Annual School Report Card, Quality Review recommendations, and Learning Environment Survey have been used to set goals for the school.

Performance Trends in ELA:

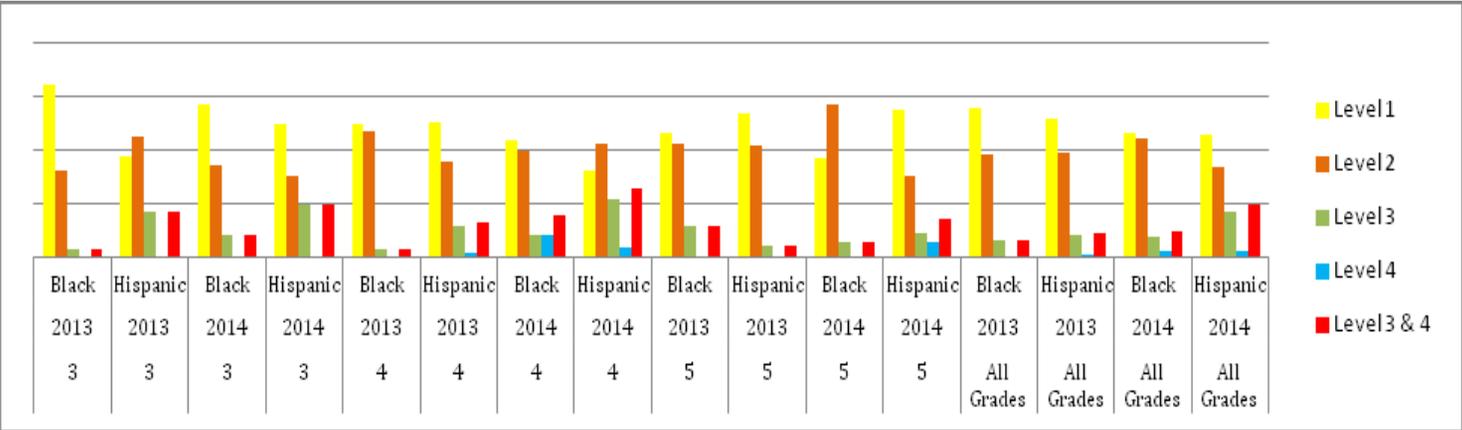
Graph1: NYS ELA 2014 Results All Students



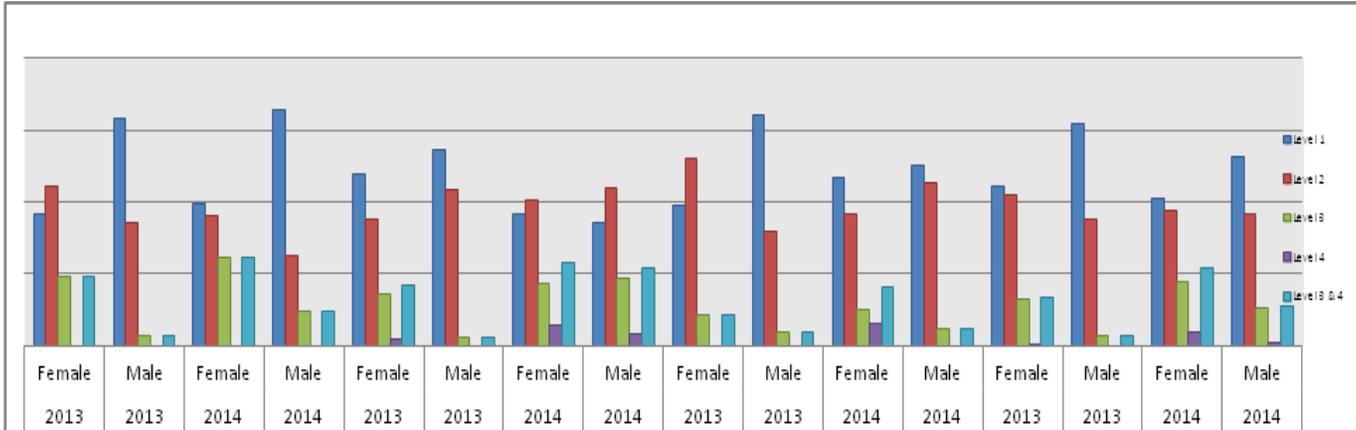
Graph 2: NYS ELA 2014 Results ELLs



Graph 3: NYS ELA 2014 Results Ethnicity



Graph 4: NYS 2013 ELA Results Gender



Graph 5: NYS 2014 ELA Results SWD



- According to Graph 1 “NYS 2014 ELA Results All Students” data compilation, in grade 3 the percentage of students increased by 4% in Level 2 from 47.8% to 51.3%.
- According to Graph 1 “NYS 2014 ELA Results All Students” data compilation, in grade 4, the number of students in Level 1 decreased by 15.4% from 51.1 % to 35.7%
- According to Graph 1 “NYS 2014 ELA Results All Students” data compilation, in grade 5 the percentage of students in Level 1 dropped only 1%,41.7% to 40.0%.
- According to Graph 1 “NYS 2014 ELA Results All Students” data compilation there was significant increase in Level 3 in grades 3 thru 5. Grade 3 increased from 12.2% to 17.7%, grade 4 increased from 8.5% to 17.9% and grade 5 increased from 6.3% to 17.9%.
- According to Graph 2 “NYS 2014 ELA Results ELLs” data compilation, similar results are seen within the ELL population as compared to the All Student results.
- According to Graph 3 “NYS 2014 ELA Results Ethnicity” data compilation, there was a 7% decrease in the number of Blacks in grade 3 who scored in Level 1

(64.5% to 57.1%). In grade 4, there was an increase in the number of Hispanic students who scored in Level 2 (36.1% to 42.4%), and in grade 5 there was a significant increase in the number of Hispanic students who scored Level 3 (4.3% to 8.9%).

- According to Graph 4 “NYS 2014 ELA Results Gender” data compilation, overall, girls outperform boys. However the gap between boys and girls in Level 1 is significantly greater.
- According to Graph 5 “NYS 2014 ELA Results SWD” data compilation, the vast majority of students are performing within Level 1 and Level 2.
- The data collected from learning walks, formal and informal observation indicates a need to provide professional development to improve teaching practices that consistently promote challenging tasks and student discussions across grades and content areas, resulting in high levels of thinking and participation for all students
- Data from the Advance MOTP indicate the following: 4% of teachers were rated highly effective, 57% effective, 34% developing and 5% ineffective in 3b: Questioning and Discussion Techniques.
- Data from the 2014 baseline writing assessment indicated that students need extra support applying the 6+1 Traits in their writing pieces (Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, and Presentation).
- Feedback from the 2013-2014 Quality Review indicates that the school needs to further develop opportunities for students to engage in data driven rigorous tasks in order improve student outcomes. There is a clear curriculum that aims at key standards, but instructional strategies and student tasks are not rigorous across classrooms or content areas, as evidenced during classroom visits. Some of the teachers engaged students in meaningful tasks during literacy, but this was not a consistent practice across the school. As a result, there is a lack of rigor in data based instruction with differentiated opportunities to support student learning.

**-%Percentages do not include Kindergarten students.

Instructional Strategies/Activities

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

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

1. Finding the gist (main idea of the entire text and individual paragraphs) through questioning and discussion..
2. Close reading of complex texts following the structure below:
 - Pre-reading activities such as skimming the text, looking closely at text features, identifying the genre, and activating prior knowledge. Also looking for unknown vocabulary, using context clues, utilizing team talks, and reading for fluency.
3. Note-Taking (Grades 3-5)-important details that support the main idea (annotating).
4. Independent reading time to improve stamina and afford teacher opportunities to observe and support student reading behaviors.
5. RTI- research-based programs will be used to support students in phonics, phonemic awareness, fluency, comprehension, and vocabulary.
6. Teacher Team Meetings for planning, capacity building and data analysis.
 - Teachers review student work to identify evidence of rigorous tasks, effective use of UDL strategies, DOK, and fully align all curriculum and goals to the CCLS and shifts.
 - Teachers collaborate on strategies, best practices, supplements, and scaffolding.
 - Teachers provide meaningful feedback in various means.
7. Master schedule that accommodates academic consistency, (common) planning sessions, teacher preparation and reflection time.
8. Administrative Learning Walks:
 - The principal, assistant principal, coach, lead teacher will conduct classroom visits and focus on effective instructional strategies such as questioning and discussion techniques, student engagement, and differentiation.
9. Instructional Focus on Discussion and Questioning Techniques.

10. Scheduled teacher and administration review of student work- cabinet meetings, grade meetings, bulletin board reviews, etc.

- Principal and AP feedback from informal/formal observations using selected elements from Danielson’s “Framework for Teaching”

Domain 1-Planning and Preparation

Domain 2 -Classroom Environment

Domain 3-Instruction

Domain 4-Professional Responsibilities

- Online surveys to assess teacher interests, needs, and strengths.

11. The use and monitoring of writing portfolios, reading response notebook, 25 book reading log, assessment folders, and conference notes.

12. RTI includes targeted instruction based on the data collected from sources including the Universal Screeners and F & P results.

13. Saturday Academy/ RTI

14. PD Calendar and Observation Calendar

15. School-wide Implementation of Instructional Planning Using UBD/UDL

-Common Core Learning Standards/ Creating standard aligned tasks

-Sharing effective teacher “moves” and techniques

-Establish standard aligned exemplars for student work

16. Teams- ELA/Math Curriculum, Technology, Spirit, Bilingual Team

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

- Classroom Teachers (1-16)
- Literacy Coach (6, 8, 9, 10, 11, 12, 15, 16)
- Lead Teacher (5, 6, 8, 9, 10, 12, 14, 15)
- Assistant Principal (6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16)
- Principal (1-15)
- Paraprofessionals (1-5, 9, 12, 15, 9, 15)
- Reading Recovery Teacher (1, 2, 4, 5)
- ESL Teacher (1-5, 9, 10, 11, 12, 15)
- NLA Teacher (1-5, 9, 10, 11, 12, 15)
- Cluster Teachers (1-5, 9, 11, 15)
- Related Service Providers (1-5, 9, 11, 15)
- Network Cohorts (Special Education, ESL) (1-15)
- Network ELA Cohort Grades K-2 (1-5)
- School-Based Support Team (12, 13)

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

1. Baseline, Midline, Endline Assessments (1-5, 9)
2. Fountas and Pinnell Reading Assessments (1-5)
3. Formative and Summative Assessments (1-5)
4. Informal Assessments (1-5)
5. Teacher Observations (10)
6. Reflective Planning (1-5, 6)
7. Evaluation of Lesson Plans (8, 10)

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

1. Readygen-consistent; year-long (1-6, 9, 11, 15)
2. Foundations-consistent; year-long (5, 6)
3. RTI-5 week cycles; year-long (5, 6, 9, 15)

4. Teacher Team Meetings-200 minutes per month/bi-weekly; year-long (6)

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

1. ReadyGen, RTI, Foundations and Estrellita (Phonics and phonemic awareness), Great Leaps (fluency), LLI (Comprehension and Vocabulary), (1-5, 10)

Strategies to Increase Parental Involvement

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

- Parent workshops that will be provided throughout the 2014-2015 school year are as follows: Learning Your Child's I.E.P., Homework Help, Common Core Learning Standards, Fatherhood, Nutrition, Overview of the ELA instructional Shifts, Newly Aligned CCLS NYS Test in ELA, Special Education Basics, and How to Use A.R.I.S.
- To increase parent involvement, the following opportunities/events will be offered: Reading Night, Parent Volunteers, Back to School Night, Spelling Bee, Student Government, Talent Shows, and Book Fairs.
- Along with Report Cards, Progress Reports will be given to parents three times a year, which will notify them of their child's academic progress.
- Daily/weekly, student Agendas are used as a viable tool to communicate with parents.
- Improve communication by sending home monthly calendars that notify parents of workshops, meetings and many other activities
- Parent-Teacher Conferences will be held during teacher preparation periods to address students' needs and parents' concerns.
- Book fair, picture day, family game night, parent field trips, adult education classes, workshops

Budget and Resource Alignment

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

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

To improve student assessment performance in problem solving by focusing on CIE Mathematics Instructional Shifts- fluency, deep understanding, and application.

- By June 2015, the average student proficiency rating in mathematics for students will increase from 2.29 to 2.40 as measured by the NYS Math Exam.

Comprehensive Needs Assessment

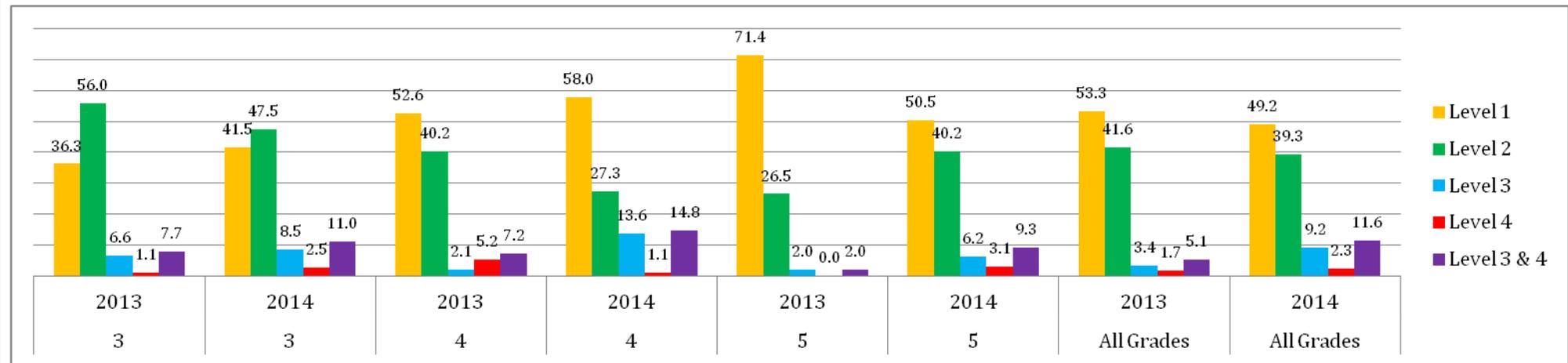
Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Analysis of Data:

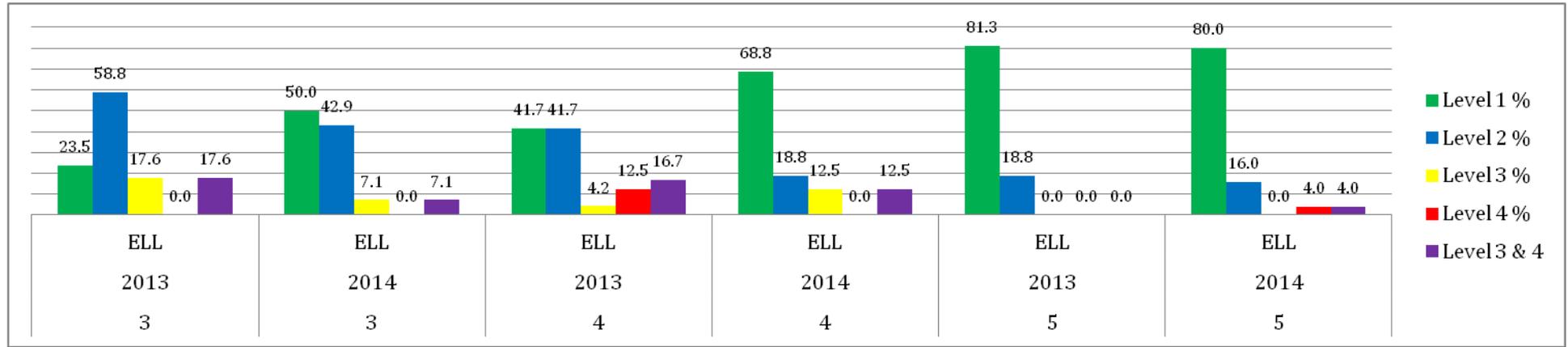
- During June of the 2013-2014 school year, formative and summative data from the SchoolNet Benchmark Assessment, end of unit assessments, and performance tasks were analyzed.
- Additional “Soft Data” used included benchmark folders (student work), informal assessments, and teacher and student rubrics/checklists. Teacher observations are also utilized to inform student performance and teacher effectiveness. Data retrieved from the 2014 NYS Test in Mathematics, our Annual School Report Card, Quality Review recommendations, and Learning Environment Survey are used to set goals for the school.

Performance Trends in Mathematics:

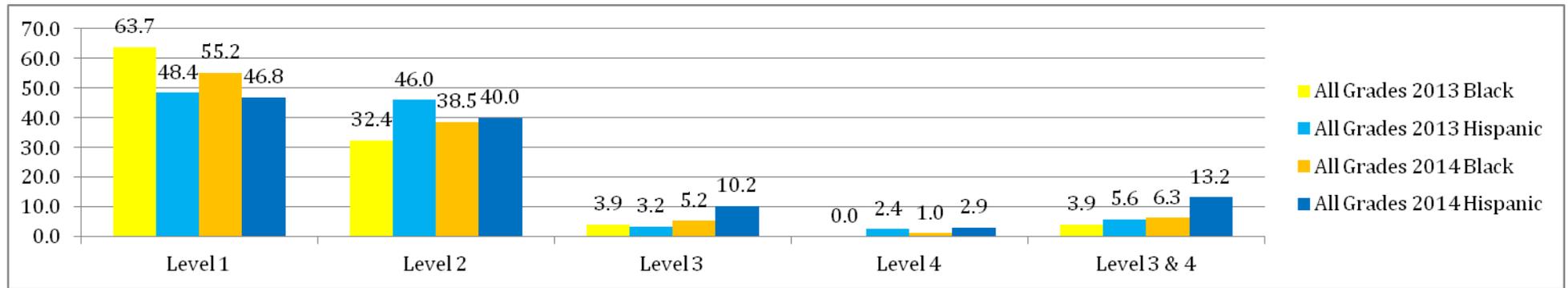
Graph 1: NYS Math Results Comparison 2013/2014 – All Students



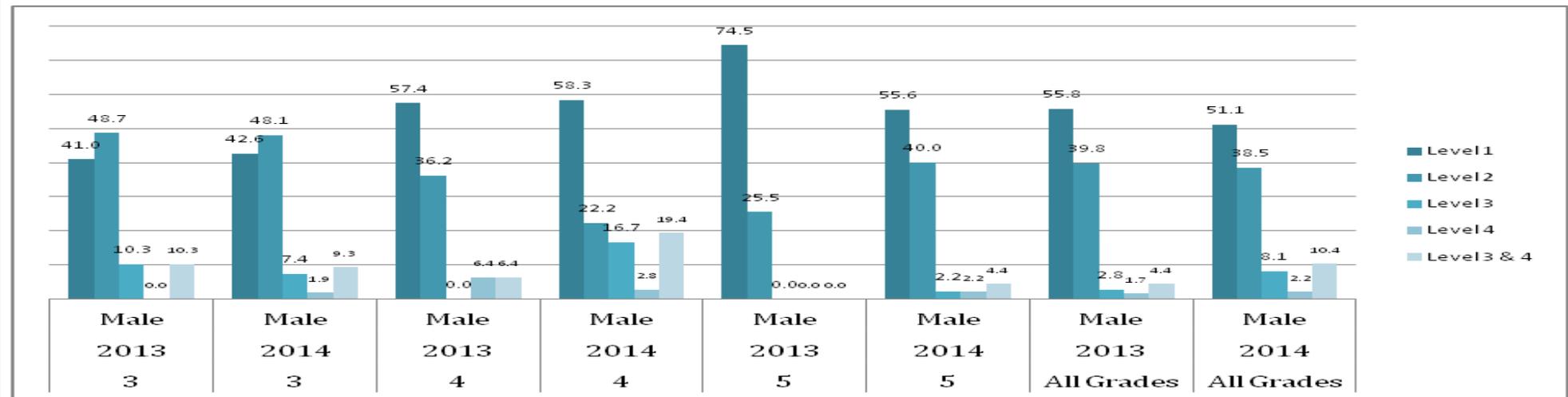
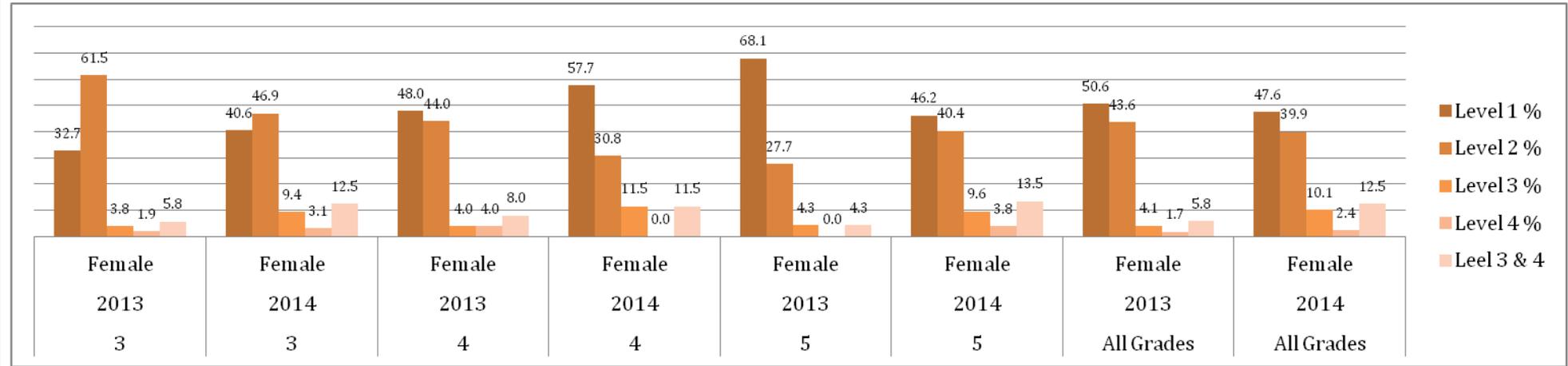
Graph 2: NYS Math Results Comparison 2013/2014 – ELL Students



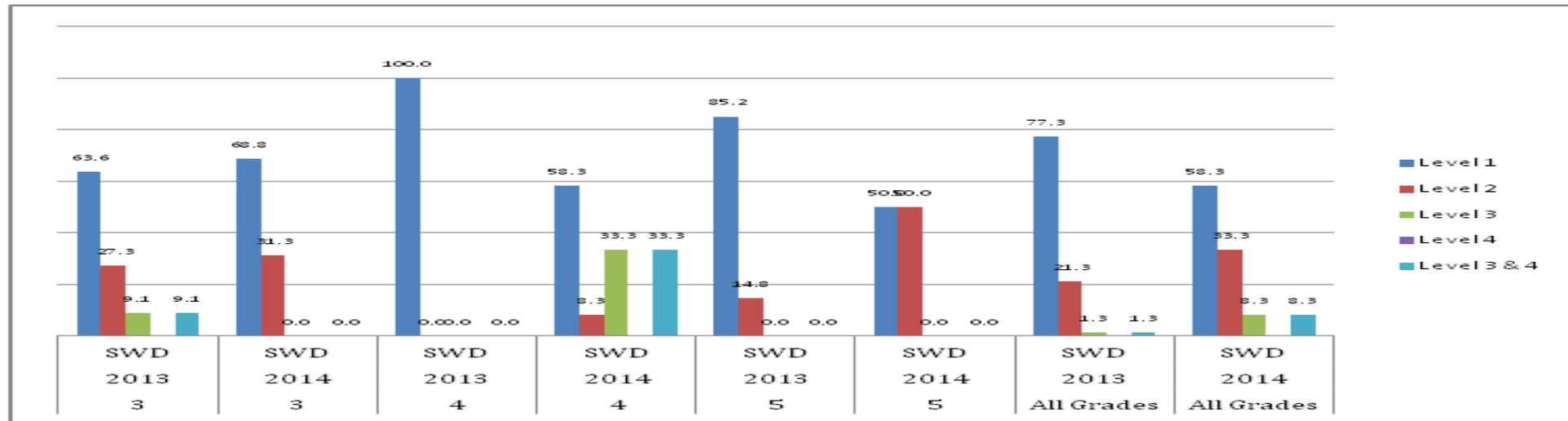
Graph 3: NYS Math Results Comparison 2013/2014 – Ethnicity



Graph 4: NYS Math Results Comparison 2013/2014 – Gender



Graph 5: NYS 2013/2014 Comparisons Math Results SWD



- According to Graph 1 “NYS 2014 Math Results All Students” data compilation, the majority of students are performing within Levels 1 and 2.
- According to Graph 2 “NYS 2014 Math Results ELLs” data compilation, the ELL student results mirror that of All Students.
- According to Graph 3 “NYS 2014 Math Results Ethnicity” data compilation, ethnicity did not have an overbearing affect on performance level.
- According to Graph 4 “NYS 2014 Math Results Gender” data compilation, gender did not have an overbearing affect on performance level.
- According to Graph 5 “NYS 2014 Math Results SWD” data compilation, students with disabilities predominantly perform within Levels 1 and 2.

Instructional Strategies/Activities

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

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

1. Implementation of school-wide mathematical practices.
2. Students are introduced to the Problem Solving Procedure: Understand the problem, Think of a plan, Solve the problem, Communicate the solution, and Make a connection. They employ mathematical strategies such as: write a number sentence, draw a diagram, make a table, make a list, and look for patterns. Through drills, timed quizzes, fact review, and center activities students will improve their speed (fluency) and accuracy with simple calculations.
3. Teachers plan their daily lessons using UDL that allows students to express and solve a specific math problem in multiple ways with multiple representations (Small groups, Partner work, One to one, Class discussions, Think alouds, and written assignments). Teachers provide multiple and flexible methods of presentation to give students various ways of acquiring information and knowledge pictures/diagrams, word problems, the use of manipulatives, technology (Smart Board), and read alouds. Teachers present lessons in a variety of ways: collected student data, students learning styles, Common Core Learning Standards, and expected outcomes.
4. Teacher teams meet for planning, capacity building and data analysis.
 - Teachers review student work to identify evidence of rigorous tasks, effective use of UDL strategies, DOK, and fully align all curriculum and goals to the CCLS and shifts.

- Teachers collaborate on strategies, best practices, supplements, and scaffolds.
 - Teachers provide meaningful feedback in various ways.
5. A master schedule is developed to denote time for assessment, reviews and adjustments, common planning sessions, teacher preparation and reflection time, and professional development/learning opportunities.
 6. Administrative Learning Walks:
 - The principal, assistant principal, coach, lead teacher conduct classroom visits and focus on effective instructional strategies such as questioning and discussion techniques, student engagement, and differentiation.
 7. Regular review of the school’s Instructional Focus on Discussion and Questioning Techniques.
 8. Time is scheduled teacher and administration review of student work- cabinet meetings, grade meetings, bulletin board reviews, etc.
 - Principal and AP feedback from informal/formal observations using selected elements from Danielson’s “Framework for Teaching”
 - Domain 1-Planning and Preparation
 - Domain 2 -Classroom Environment
 - Domain 3-Instruction ,
 - Domain 4-Professional Responsibilities
 - Online surveys are conducted to assess teacher interests, needs, and strengths.
 9. The use and monitoring of writing portfolios, reading response notebook, 25 book reading log, assessment folders, and conference notes.
 10. RTI includes targeted instruction based on the data collected from sources including the Universal Screeners and F & P results.
 11. Saturday Academy/ RTI
 12. PD Calendar and Observation Calendar

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

- Classroom Teachers (1-12)
- Lead Teacher (4, 5, 7, 8, 9, 11, 13, 14)
- Assistant Principal (5, 6, 7, 8, 9, 10, 11, 12,)
- Principal (1-12)
- Paraprofessionals (1-4, 8, 11, 8,)
- ESL Teacher (1-4, 8, 9, 10, 11,)
- NLA Teacher (1-4, 8, 9, 10, 11,)
- Cluster Teachers (1-4, 8, 10,)
- Related Service Providers (1-4, 8, 10,)
- Network Cohorts (Special Education, ESL) (1-12)
- Network Math Cohort Grades 3-5 (1-5)
- School-Based Support Team (11, 12)

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

1. Benchmark assessments (1-4, 8)
2. Formative and Summative assessments (1-4)
3. Informal assessments (1-4)
4. Teacher observations (9)
5. Reflective Planning (1-4, 5)
6. Evaluation of Lesson Plans (7, 9)
7. Performance Tasks (1-4)

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

1. EngageNY-consistent; year-long
 2. GoMath-consistent; year-long
 3. Exemplars for Problem Solving -consistent; year-long
 4. Academic Support-11/13/14-5/14/15
 5. Saturday Math Lab-11/13/14-5/14/15
 6. Teacher Team Meetings-200 minutes per month/bi-weekly; year-long (6)
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
6. EngageNY (fluency, mathematical practices, problem solving), GoMath (mathematical practices, fluency, problem solving), Envision (Common Core aligned, problem solving)

Strategies to Increase Parental Involvement

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

- Teachers have plan monthly Math Workshops for parents during the Parent Engagement Activity each Tuesday
- Adult Education Program for ESL and HED will support parents in understanding the Math Curriculum and Standards
- Saturday Math Lab invites parents to “learn alongside” their children each Saturday
-

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

To improve home-school communication.

- The 2014-2015 Learning Environment Survey feedback will show a minimum of 4% increase in the number of parents who, "Strongly Agree" that the school communicates to **them** and their children what **we** needs to be done to prepare their children for college, career, and success in high school (from 44% to 48 %.)

Comprehensive Needs Assessment

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

Based on attendance taken at school-sponsored activities, we need to improve the attendance of parental attendance and involvement:

- Parent Teacher Conferences
- Back to School Night
- Parent Workshops
- School Leadership Team Meetings
- PA Executive Committee Meetings
- PA Elections
- Book Fair

Based on teacher feedback, regarding home school communication (conduct sheets, homework, agendas, letters, phone calls, email), there is a strong need to improve parent involvement that will directly affect student performance.

Data Analysis of 2013-2014 Learning Environment Survey:

- 52%- makes me feel welcome. (8.6)
- 50%- makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways. (8.5)
- 58%- is responsive to parent feedback. (8.3)
- 53%- has teachers who are interested and attentive when they discuss my child. (8.3)

Instructional Strategies/Activities

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

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

During grade meetings, teachers will be given ample time to complete the Learning Environment Survey (Laptops will be provided)

- A month before the Learning Environment Survey is due, staff members will be informed by the principal of the importance of filling out the survey
- Through the weekly Scoop teachers will be updated about the survey.
- Posters will be placed around the school regarding the Learning Environment Survey.

1. Communication:

- A.R.I.S. Learn for parents
- Monthly News Letter ~~Calendar~~
- Memos
- Report Cards and Progress Report
- Individual ~~Classroom~~ Behavior Logs.
- Individual ~~Classroom~~ Progress Reports.
- Phone calls, emails, notes.
- Outdoor school sign.

2. Engagement:

I. Instructional

- Monthly parent workshops –

II. Incentives for Parent Involvement

- Student of the Month
- Attendance Rewards
- Assembly Programs
- Faculty/Parent vs. Student Volleyball Game
- Six Pillars of Character Initiative

3. Safety & Respect

- To motivate our students – Student of the Month Assembly.
- Award assemblies – perfect attendance, etc . . .
- “No Place for Hate.”
- AAA Safety Patrol.
- Six Pillars of Character
- Monthly student support services meetings.
- At-risk services comprised from teacher referrals and student data (small groups)- “Girl Power”, Yoga, Anger Management Group (for boys), Grade-Specific Counseling.
- Protocol for visitors.
- Safety drills-lockdown, fire drills, holding drills, etc.

A. Parents

1. Academic Expectation:

- Workshops will be conducted to inform parents of the New York State Assessments, and Common Core Learning Standards.
- Parents are consistently reminded and informed about the expectations for their children.
- The Benchmark reading levels are posted in the main office to inform parents and staff.
- Expect Success (A Family Guide) is available for parents in order for them to become better informed and more active in their child's education (available in English and Spanish).

2. Communication:

- Teachers will give helpful comments on class work and assessments.
- Progress reports will be distributed three times a year.
- Monthly calendars are sent home to inform the parents.
- Memos are sent home regarding services for students such as tutoring and afterschool programs.
- All communication is sent out in English and Spanish.
- A.R.I.S./ A.R.I.S Training for Parents.
- Outdoor school sign.

3. Engagement:

- To make it easier for parents to attend meetings, the school holds meetings at different times during the day along with an interpreter.
- Flyers are posted around the community inviting parents to attend workshops, performances and other school sponsored events.

4. Safety & Respect:

- Two School Safety Agents are present and available.
- Student support service personnel consistently meet with parents to address their concerns.
- The environment is safe and the school doors are locked.
- This is a "No Place For Hate" school.
- The School Leadership Team adopted a Uniform Policy and procedures are in place.
- Hall passes are required daily.
- Protocol for visitors.
- Safety drills-lockdown, fire drills, holding drills, etc.

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

1. Teachers
2. AP
3. Principal
4. PA Exec Board
5. Parent Coordinator
6. School Leadership Team

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> School Leadership Team Survey Attendance at School-Sponsored Activities Learning Environment Survey NYS ELA Exam NYS Math Exam Fountas and Pinnell Reading Assessments Baseline, Midline, Endline Assessments
4. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> School Leadership Team Survey-year-round, ongoing Learning Environment Survey-April 2015 Attendance at School Sponsored Events-year-round, ongoing Communication (Notices, Memos, Logs)-year-round, ongoing
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Safety Protocol Drills Safety Meetings Triple A Safety Patrol Program No Place for Hate

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> P.S.126X has a long-standing Parents Association and an active outreach system in place, which is spearheaded by the Parent Coordinator. Bi-monthly Pre-K parent workshops will be conducted by the Pre-K social worker to support parents and children who are adjusting to their first experience in school. These workshops will provide information on topics of instruction that their children will be exposed to during the 2014-2015 school year. Parent workshops that will be provided in the 2014-2015 school year are as follows: Learning Your Child's I.E.P., Homework Help, Common Core Learning Standards, Fatherhood, Nutrition, Mathematical Practices, Overview of the ELA instructional Shifts, CCLS NYS Test in ELA, Special Education Basics, and How to Use A.R.I.S. To increase parent involvement, the following opportunities/events will be offered: Reading Night, Parent Volunteers, Back to School Night, Spelling Bee, Debate Team, Six Pillars of Character, Family Game Night, Family Portrait Day, Talent Shows, and Book Fairs. Along with Report Cards, Progress Reports will be given to parents three times a year, which will notify them of their child's academic progress. Daily/weekly, student Agendas are used as a viable tool to communicate with parents. Improve communication by sending home monthly calendars that notify parents of workshops, meetings and many other activities Parent-Teacher Conferences will be held during teacher preparation periods to address students' needs and parents' concerns.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Reading Recovery -phonemic awareness, phonics, fluency, vocabulary, comprehension, Leveled Literacy Intervention- phonemic awareness, phonics, fluency, vocabulary, comprehension, Great Leaps-fluency, Foundations and Wilson Program- phonics and phonemic awareness, Reading Strategies Comprehension Kit-comprehension strategies- phonemic awareness, phonics, fluency, vocabulary, comprehension	RTI/ Literacy Program, Saturday Academy- small group, Extended Day-small group, During regular instructional time- differentiation, scaffolded tasks, prompts and adapted directions, reflective planning, data-driven instruction, best practices, developmentally appropriate practice , Reading Recovery- one-to-one	, Saturday Academy, RTI Program, Teacher Professional Period, During regular instructional time
Mathematics	Envisions- supplemental math resource-number sense and problem solving, Focus Intervention Kit- number sense, problem solving, applications, Math Diagnostic/Intervention Program-number sense and operations, People’s Common Core Math- number sense, problem solving, applications, GoMath, EngageNY Modules	Saturday Academy- small group, During regular instructional time- differentiation, scaffolded tasks, prompts and adapted directions, reflective planning, data-driven instruction, best practices, developmentally appropriate practice	Saturday Academy, During regular instructional time
Science	The integration of ELA with content area instruction in order to reinforce comprehension of non narrative texts includes DVR (daily vocabulary review), POW (Writing Piece of the Week) and citing text based evidence through questioning and discussion.	RTI/ Literacy Program, Saturday Academy- small group, Extended Day-small group, During regular instructional time- differentiation, scaffolded tasks, prompts and adapted directions, reflective planning, data-driven instruction, best practices, developmentally appropriate practice .	Saturday Academy, RTI Program, Teacher Professional Period, During regular instructional time
Social Studies	The integration of ELA with content area instruction in order to reinforce comprehension of non narrative texts includes DVR (daily vocabulary review), POW (Writing Piece of the Week) and citing text based evidence through questioning and discussion.	RTI/ Literacy Program, Saturday Academy- small group, Extended Day-small group, During regular instructional time- differentiation, scaffolded tasks, prompts and adapted directions, reflective planning, data-driven instruction, best practices, developmentally appropriate practice .	Saturday Academy, RTI Program, Teacher Professional Period, During regular instructional time
At-risk services (e.g. provided by the Guidance Counselor, School	Conflict resolution, social skills lessons, academic development, critical thinking	Small groups, class presentation, one-to-one tutoring, “Girl Power”, Yoga	During the school day, Afterschool Programs

Psychologist, Social Worker, etc.)	skills, crisis intervention, anger management, self-esteem group, conflict resolution, learning problems, "RAIN"-Right Attitude In Need, Six Pillars of Character, Spirit Team		
---	--	--	--

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
In accordance with the No Child Left Behind Act , in conjunction with CFN Network and DOE Initiatives, P. S.126X is committed to attracting highly qualified teachers. Our pedagogues include certified teachers, both permanent and provisional, and teachers involved in programs such as the NYC Teaching Fellow Program. The Fellowship Program recruits high-quality professionals offering them a transition into teaching careers. This program offers participating teachers the opportunity to complete certification within two years of service. Through these efforts, every child in our school will have the opportunity to be taught by a well-prepared teacher as stipulated in the No Child Left Behind Act .
<ul style="list-style-type: none"> ✓ Affiliations with City College, Mercy College, Monroe College and Lehman College ✓ We also use a tool called the New Teacher Finder, which helps us screen and select qualified candidates. ✓ We attract highly qualified teachers through colleagues and referrals.

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).
High quality and ongoing professional development, aligned with the State and City standards. In accordance with the No Child Left Behind Act and the Superintendent's goals , professional development at P.S. 126 focus on identifying the needs of each student through an informed analysis of student performance. Implementation of State standards, development of data-driven curriculum, instructional planning, implementation of scientifically research-based instructional materials, implementation of rubrics based on State performance standards, maintenance of benchmark folders, assessment binders and the development of promotional portfolios will serve as a basis for professional development. Staff also attend 200 minutes of professional development per-month as chosen by the School-Based Option. Select teachers are also sent to professional development opportunities, and turn-key when schedule allows.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet the intent and purpose programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Academic support is provided for students in temporary housing by the teaching staff on a per session basis. STH students are provided with supplies and materials to support their academic achievement.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
In-house pre-k classrooms aligned with CCLS ELA and Math school curriculum, support services stay consistent through the transition, students receive content-area instruction aligned by their schedule, lead teacher and coach push-in support, teachers and staff are included in all school professional development opportunities, and participation in school-sponsored events.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment
--

measures and the professional development provided regarding the use of assessment results to improve instruction.

MOSL team was developed and selected progress indicators, target (variable) groups, and how they were measured. School Leadership Team involved in decision-making for school curriculum choices. Teacher team meetings allow for teachers to have meaning input, collaboration, and decision-making on important school issues.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP)

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 09X126

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

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

of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$627,716.43	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$140,426.00	X	See action plan
Title III, Part A	Federal	\$18,624.00	X	See action plan
Title III, Immigrant	Federal	\$20,157.00	X	See action plan
Tax Levy (FSF)	Local	\$3,184,194.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

Part A: School Information	
Name of School: Dr. Marjorie H. Dunbar	DBN: 09X126
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 50
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: 0

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: Data derived from the Spring 2014 NYS assessments including the NYS tests in ELA, Math and NYSLESLAT, indicate that ELLs students in grades 2-5 require additional support addressing the Common Core Learning Standards - Reading Informational Text and Common Core Learning Standards - Informational Writing (opinion, informative and explanatory). The Title III Afterschool program will target all "beginners" based on the Spring 2014 NYSLESLAT Exam.

The Afterschool Program will primarily address the needs of the "beginners" (30 students) in grades 2-5. Program components will include 45 minutes of writing and 45 minutes of speaking and listening and 30 minutes of independent reading using their Fountas & Pinnell levels. There will be two bilingual/ESL licensed teachers. The "new arrivals" will comprise one group and the students with two or more years will comprise the second group. The Title III Afterschool Program will use "English at Your Command and Step by Step Language Skills and authentic literature (fiction and nonfiction) as reading and writing resources. Nonfiction will be addressed through the content area in Science (Grade 3 - Animals, Grade 4 Plants and Grade 5 Landforms). In the technology lab, the students will use various websites to promote listening, speaking and writing skills. Two licensed ESL/Bilingual Teachers will provide instruction. The Afterschool Program will operate for 38 sessions, beginning, 1/17/15 through 5/28/15. Each session will last 2 hours on consecutive Wednesdays and Thursdays of each week.

The Saturday Program will primarily address the needs of the "intermediates" (20 students) in grades 3-5. Program components include 90 minutes of close reading, team talk and writing in response to informative text and 90 minutes of math using the Math Exemplars methods for problem solving. Informative text lessons will be through Science and Technology (Grade 3 - Animals, Grade 4- Plants and Grade 5 - Landforms) Two licensed ESL/Bilingual Teachers will provide instruction. The Saturday Program will operate for 18 sessions beginning Saturday 1/ 10/15 through 5/30/15. Each Saturday session will last 3 hours.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: On the school level, professional development occurs once per week common during grade meetings. At weekly "data meetings", teachers analyze student data, discuss current research, share best practices and develop specific learning targets around the Common Core Learning Standards (Language Standards). Weekly Lab sites are conducted around the school's instructional framework and schoolwide focus. Lab Sites are conducted by the ELA Curriculum Team which is comprised of Common Branch, Special Education, ESL and bilingual teachers. Topics include but are not limited to Scaffolding and Differentiating Instruction, Structures to Engage all Learners, Daily Vocabulary Review Strategies, Chunking Complex Text to Support Comprehension, Checking for Understanding, Use of Technology in the Classroom and Models for Engaging Discussions and Using the Depth of Knowledge (DOK) Wheel to design rigorous tasks. Lab Sites are conducted in cycles, beginning with new teachers and followed various grade levels. Monday/Tuesday PD provide all teachers with PD around scaffolding vocabulary for all learners in all content area and using the Exemplar method for problem solving. Monthly bilingual/ESL meetings provide teachers opportunities to share and discuss best practices, as well as best practices and strategies learned at professional development sessions outside of the school building. Lead Teachers, coaches and school based mentors give demo lessons, assist in planning, and share important information about teaching strategies that will impact student achievement. ESL and Bilingual Teachers model and support monolingual teachers who have ELLs in their classes through demo lessons, school and class intervisitations. Professional Development Plan for all teachers working with ELL students on the school level occurs weekly during common grade meetings. Teachers are afforded opportunities to attend professional development offered by the Network 209. Teachers of ELLs on staff have opportunities to attend ongoing workshop series offered by the Department of English Language Learners and Student Support (DELLSS) as advertised weekly in PW. Workshops topics include Compliance Guidelines for ELLS, Using the NYSESLAT to Differentiate Instruction, LAP compliance, AMO and any other offerings by the DOE. Guidance Counselor and Assistant Principal for Grade 5 assist students in Middle School Choice Applications, attendance at the Middle School Fair and Orientations. Cluster Teachers and all other staff who give support to ELLs will be scheduled for training in order to comply with the 7.5 hours of ELL training.

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

Part D: Parental Engagement Activities

- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: P.S. 126X has a functioning PA that provides various activities to support families of the P.S. 126X community. A needs/interest survey was developed by the School Leadership Team to parents in order to develop programs, offer services and increase parent participation in school sponsored activities. Based in parent feedback from these surveys, many parents are seeking in understanding the Commom Core Learning Standards. We are planning parent workshops conducted by teachers to provide parents with strategies that will help them help their children to become successful learners during Tuesday Parent Engagement sessions. We presently offer evening ESL classes and HED classes with over 50 adults. Parents attend workshops provided by the Woodycrest Program, Highbridge Life and Bridge Builders in parenting skills such as nutrition, special education services, financial training and health issues. Our Parent Coordinator provides individual support to families in temporary housing, and/or in need of assistance. Our Learning Leaders assist teachers, students, administrators and office staff with various tasks around the school. Field trips and workshops are being planned for parents in the community. Our Parent Coordinator has variety of resources in the community and offers parents referrals and assistance in many ways. A series of workshops are planned to help empower our parents and to help them understand Title I Funds. Parent Orientation Meeting for the ELL's and new arrival are held periodically to inform parents of the available programs for ELL students. Data from the HLS is used to determine language preference for communication. The Learning Environment Survey for parents data is analyzed to determine parent needs.

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, 	_____	_____

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.
instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 09	Borough Bronx	School Number 126
School Name PS 126Xt		

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 Nadine Kee Foster	Assistant Principal Princess Kent
Coach Natasha Gordon	Coach
ESL Teacher Luz Salamanca	Guidance Counselor Blanca Macias
Teacher/Subject Area Maria Diaz	Parent
Teacher/Subject Area Rocio Garcia	Parent Coordinator
Related Service Provider	Other
Network Leader(Only if working with the LAP team) Marlene Wilks	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	0
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	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	672	Total number of ELLs	151	ELLs as share of total student population (%)	22.47%
--	------------	----------------------	------------	---	---------------

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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): n/a

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>	1	1	1	1	1	1								6
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
self-contained	0	0	0	0	0	1								1
Pull-out	1	1	1	1	1	1								6
Total	2	2	2	2	2	3	0	13						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	151	Newcomers (ELLs receiving service 0-3 years)	121	ELL Students with Disabilities	20
SIFE	7	ELLs receiving service 4-6 years	22	Long-Term (completed 6+ years)	1

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	82	0	4	13	7	1	1	0	0	96
Dual Language										0
ESL	52	0		17	0	7	1		0	70

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	134	0	4	30	7	8	2	0	0	166
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	17	20	24	9	9	17								96
SELECT ONE														0
SELECT ONE														0
TOTAL	17	20	24	9	9	17	0	96						

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	12	9	11	5	7	9								53
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1												2
TOTAL	13	10	11	5	7	9	0	55						

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)	30	2	5	4	4	11								56
Intermediate(I)	0	12	8	3	5	10								38
Advanced (A)	0	16	22	7	7	6								58
Total	30	30	35	14	16	27	0	0	0	0	0	0	0	152

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	30												

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I	0												
	A	0												
	P	0												
READING/ WRITING	B	30												
	I	0												
	A	0												
	P	0												

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	11	3	0	0	14
5	12	5	1	0	18
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4									0
5	9	3	4	3	0	1	0	1	21
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	5	0	7	6	0	0	18
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 school uses various assessment tools to assess early literacy skills of ELLs. For language arts the Fountas & Pinnell, running records, baseline, midline and endline writing, portfolio writing pieces, word analysis, Benchmark assessment, formative assessments and the cumulative end of unit assessment (summative). We have gained useful insight regarding the adjustment of our teaching

practices, for example, planning with consideration of different learning styles, the effectiveness of using visuals and visual aids and consistent practice of new vocabulary. response to questions here:

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

Based on the data derived from the Spring 2013 NYS assessments including the NYS tests in ELA, Math and NYSLESLAT, ELL students are performing as follows:

In Grade 1- 6% of students are beginners, 40% are intermediate and 53% are at the advanced level. Based on these results, students will continue to get additional support in reading comprehension strategies including reading for the gist, close reading and questioning and discussion , grammar and writing conventions

In Grade 2- 63% of the students are advanced overall, while only 23 % are intermediate. Fourteen percent of the students are at the beginners' level on the NYSESLAT. In Grade 3- Overall on the NYSLESLAT there are 4 students in the beginning level (2 have an IEPs) and the others have less than 3 years. while 21 percent of the students are intermediates and only 50 percent of the students are advanced or proficient. We will still continue to place an emphasis on comprehension strategies, higher order thinking skills, vocabulary, grammar and conventions in writing that are aligned with the common core.

In Grade 4- Overall there are out of 16 ELLs, only 25% are beginners, and 31% are intermediates. The remaining 44% are advanced. In order to move these students from advance to proficient we provide tasks in reading writing, speaking and listening that are more rigorous and common core aligned. Of the

14 ELL students who took the ELA exam in 2013, 11 students performed in Level 1, 3 students in Level 2 and 0 students scored a Level 3.

Grade 5- On the NYSLESLAT, 41% of the students are in the beginners level. Thirty-seven percent of the students are intermediates and 22 percent of the students are at the advanced level.

On the 2013, NYS E.L.A, 18 students were tested. One student reached Level 3, 5 students in Level 2 and 12 students Level 1.

Twenty-one students took the NYS test in math 1 student in Level 3, 7 students in Level 2 and 12 students in Level 1. Paste response to question here:

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](#))

Paste response to question here:

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?

Thirteen 5th grade students were tested in English on the NYS Math. Sixty-nine percent were level 1 and 30% were level 2 and no students performed in levels 3 and 4. Nine students were tested in Spanish- 33% scored level 1, and 33% scored level 2 and 11% scored in levels 3 and 4.

On the NYS test in Science, 12 students were tested in English. There were no level 1 students, 42% of the students were in level 2, and 58% were in level 3. In Spanish, six students took the NYS Test in Science. No students scored level 1 or 2, and 100% of the students performed in level 3 and 4. Results from periodic assessment are used to determine small group instruction and recommendations for Extended Day, RTI and Afterschool Program.

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](#).)

Paste response to question here:

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

Based on the Language Allocation policy, teacher schedules are adjusted to meet the needs as prescribed in the policy. PS 126X also has a Native Language Arts program to fulfill the remaining time requirements of the LAP. The Native Language Arts programs is aligned to the schoolwide ELA reading and writing curriculum, and services all grades (PreK-5) at least 90 minutes per week covered by a Language Arts teacher. The remaining minutes are covered through the content areas- science, social studies and math.

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

Student outcomes on summative and formative assessments are used primarily to evaluate the effectiveness of the program. Student

progress is assessed in various ways. The school analyzes movement from one level to the next on the NYS Test in Math, ELA and Science and we also analyze the movement of students within the modalities on the NYSESLAT Test. Data from the NYC Progress Report, teacher effectiveness tools are also used to evaluate student performance.

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](#).)
ESL Coordinator and Pupil Accounting Secretary work collaboratively to ensure the completed submission of all Home Language Surveys. Analysis of the HLS is used to determine eligibility for the LAB-R administered by the licensed Bilingual/ESL pedagogue. The LAB-R is administered to eligible students in English and in Spanish only to the appropriate students in order to determine program placement within 10 days of registration. Letters are generated to invite parents to come in for the program selection meeting where the programs are introduced through the video and questions are answered by qualified bilingual/ESL licensed staff. The initial meeting for all new admits to the school was held 10 days after opening in September. Additional sessions or individual orientations will be conducted as students are admitted into the building. Parents then select their choice of program. Further explanation of the program is addressed by the qualified staff. After program selection, parents are given placement letters. Returned letters are stored in folders in the Bilingual Office. If letters are not returned, second and third notices are sent. The Bilingual and ESL Coordinators also reach out to parents by phone call or home visit.
During the initial intake a dually licensed ESL/Bilingual Teacher interviews and supports the family in completing the HLS.
There are various structures in place at the school level to inform parents of available programs. For students who are newly admitted to the school, parents are invited to participate in an orientation of program choices. This orientation is conducted by the Bilingual Coordinator licensed in Bilingual education. For students who are admitted after the initial orientation, parents are requested to attend an individual interview and orientation to inform them of program choices and availability. This is an ongoing process.
Pedagogues involved in the intake process are licensed in Bilingual and their spoken language is Spanish in order to accommodate parents' language preference. Translation in Spanish is available at the orientation and during individual meetings with parents, if necessary.
Based on the most recent review (November 2013) of the Parent Survey and Program Selection forms which are collected following the orientation, parents have opted to have children placed in their appropriate placement based on LAB-R and HLS especially if their home language other than English. There are 17 ELL students in kindergarten bilingual class for the 2013-2014 school year. In grade one, 1 family chose bilingual services, grade two- 1 family chose bilingual services, in grade three- 2 chose bilingual, in grade four- 1 chose bilingual, and in grade five - 3 chose bilingual programs.
Program models offered at the school are TBE self-contained, ESL self-contained and pull-out/push-in ESL model determined according to parent program selection student enrollment. We will continue to monitor parental requests to ensure that we are aligning program offerings with parent choices.
Parents overwhelmingly select TBE services for those students who qualify. Data from HLS assist in determining the formation of TBE classes, ESL self-contained, and ESL push-in or pull-out model. If there are 15 or more students with the same language needs and same grade a class must be created.
Our curriculum and methodology are reviewed and evaluated at monthly ESL/Bilingual meetings. During the spring eligible students are administered the NYSESLAT exam to evaluate language achievement in reading, writing, speaking and listening. Results are used to determine student language acquisition levels, plan for students' individual needs, determine the need for Extended Day and Afterschool Programs, selection of resources, and hiring of additional staff to meet the needs of the population. Paste response to question here:
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.
Paste response to question here:

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 [\[see tool kit\]](#).)
Paste response to question here:
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.
Paste response to question 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.
Paste response to question here:
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. 
Paste response to question here:

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])?

P.S. 126 is designed around the principle that education is personalized each student's learning plan grows out of his or her unique needs and interests.

There are 4 organizational models at P.S. 126X. Bilingual (TBE) classes are self-contained in every grade level. Students in bilingual classes are grouped heterogeneously in each class. Differentiation of instruction provides the necessary small group and/or individualized instruction. The quantity of native language arts instruction provided is based the mandated units of study according the the LAP. Additional support will be provided during the 50 minute Extended Day and the Afterschool and Saturday Literacy and Math Lab. The workshop model for teaching is the instructional framework for teaching.

Instructional program is aligned with Common Core and NYS standards for English Language Arts and Native Language Arts.
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)?

P.S. 126 is designed around the principle that education is personalized each student's learning plan grows out of his or her unique needs and interests.

There are 4 organizational models at P.S. 126X. Bilingual (TBE) classes are self-contained in every grade level with the exception of grade 6. Students in bilingual classes are grouped heterogeneously in each class. Differentiation of instruction provides the necessary small group and/or individualized instruction. The quantity of native language arts instruction provided is based the mandated units of study according the the LAP. Additional support will be provided during the 50 minute Extended Day and the Afterschool and Saturday Literacy and Math Lab. The workshop model for teaching is implemented by the classroom teacher following balanced literacy and balanced math approach to teaching. Instructional program is aligned with Common Core and NYS standards for English Language Arts and Native Language Arts.

We have one self-contained ESL classes in grade 5. The teacher of this class has current and valid ESL teaching license. Based on the 2013 NYSESLAT results students receive the mandated number of instructional minutes according to their proficiency levels. Three hundred sixty minute (360) minutes of ESL instruction per week through the content areas of grammar, math, social studies and science. Using the ESL methodologies teachers incorporate activities using visuals, role playing, total physical response, tactile learning and accountable talk. Instruction is differentiated according students' proficiency levels and learning styles. The goals of the program include assisting students in achieving "on grade" performance levels in NYS Assessments and to achieve English Language proficiency within three years based on NYS Assessments, including the NYSESLAT Interim assessments and other tools for evaluating student progress.

An ESL Pull-Out model is used to service students in grades K, 1, 2, , 3, and 4, grade special education.. Students are pulled out during the daily 50 minute period for content area (social studies, science or math) instruction using ESL methodologies. The instruction is aligned with classroom instruction, NYC Scope and Sequence, and Common Core Learning Standards.

Using the push-in model the licensed ESL teacher works with small groups of students in grade 3 and special eduction supporting classroom teachers using ESL methodologies.

Based on the Language Allocation policy, teacher schedules are adjusted to meet the needs as prescribed in the policy. PS 126X also has a Native Language Arts program to fulfill the remaining time requirements of the LAP. The Native Language Arts programs is aligned to the schoolwide ELA reading and writing curriculum, and services all grades (PreK-5) at least 90 minutes per week covered by a Language Arts teacher. The remaining minutes are covered through the contenet areas- science, social studies and math.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In the the TBE program, studnets in grades 2, 3 and 4 receive 1 period of instruction in scinece in their native language. ESL methodologies are implemented in Social Studies and Science content areas in alignment with the common core curriculum and the Scope and Sequence pacing guides.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The Native Language Arts program administers formative assessments (teacher created) within the units of study in reading, writing, math and the content areas. Benchmark assessments are also administered.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teachers use data from the NYSESLAT to plan opportunities for discussion, speaking and listening activities using the 5 academic skills for conversation. The baseline, midline and endline writing assessment provides feedback and support to students in the writing modality. The Fountas and Pinnell Reading Assessment is used to evaluate student progress in Reading.

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).

The school is aware of the need for careful planning of services for Students with Interrupted Formal Education. The goal of the program for support of SIFE is to focus on the development of both the academic and linguistic skills of SIFE. In addition to the transitional bilingual program or the freestanding ESL services, the school offers both after-school enrichment programs for these ELL students. PSX 126 currently has 7 SIFE students.

Newly Proficient

Newly Proficient students on the NYSESLAT receive extension of time on state tests and it is under the discretion of the teacher to afford them extended time to accommodate them during unit and teacher made tests. Children are also offered opportunities to attend Extended Day, Afterschool and Saturday Literacy and Math Labs. Teachers are aware of students transition into monlingual classes and therefore are grouped accordingly. They are encouraged to participate in extra-curricular activities. All school programs and activities are open to all students and letters to parents are distributed in both languages. Newly proficient ELLs are placed in ESL self-contained classrooms and are supported with the strategies for enhancing language acquisitions.

Newcomers

PS 126 provides several services to newcomers beyond the regular transitional bilingual program and ESL services. For example, the Afterschool Enrichment Program three times per week provides the grades 2-5 transitional bilingual program students Guided Reading instruction. Instructional support for newcomers also includes differentiated instruction, small group activities provided by Bilingual and ESL teachers in the classroom. Strategies are provided for students of varied proficiency levels, modifying instruction for every lesson taught.

Long-term ELLs and ELLs with 4-6 years

Each year the school requests extension of services for the Long-term ELLs. The school will mandat these students participation in afterschool and extended day programs through after-school programs. In addition, the teachers of the freestanding ESL program work with the classroom teachers to identify students' need for supplementary reading and math instruction.

In the bilingual program the teachers make increasing English language instruction a priority, without compromising literacy in the native language, therefore creating bi-literate students. PS 126 currently has 32 long-term ELLs in grades 3, 4, and 5.

The majority of the students are in ESL self-contained and push-in/pull-out model program in grades 3, 4 and 5 and the remaining students are in self-contained Bilingual classes. Students are provided with instruction that focuses on the use of all four language modalities (Listening, Speaking, Reading and Writing) and they are grouped based on their performance on the NYSESLAT, with specific attention being paid to the students' individual raw scores in each modality. Differentiation occurs through the use of scaffolding techniques, questioning techniques, Accountable Talk, and tiered activities/ differentiated tasks.

Classroom teachers uses SmartBoards, Elmos and with all students including ELLs. Laptop carts are available for research and skill buidling activities. Every classroom has desk top computers for student use.

Our plan for ELLS identified as having special needs is designed to adapt the curriculum to students needs by providing professional development to licensed bilingual, ESL and CTT teachers in order to modify lessons to meet the individual styles and needs of students on the goals written in their IEPs. In addition the certified special education teachers collaborate with ESL, special ed, and bilingual teachers to address the specific needs of each ELL. These teachers work together to individually plan for academic development and linguistic growth of these students. Mandated service providers support ELLS with IEPs in speech, occupational therapy, and SETTS services. We have in place a system that closely examines teacher referrals of ELLs to special education taking into consideration the understanding that language acquisition is not an indicator of special needs.

All teachers supporting ELLs hold the appropriate licenses. Students are also supported by related service providers who are also licensed in bilingual education and/or speak the language of the majority of the ELLs, psychologists, guidance counselors, social workers and speech teachers, paraprofessionals, the health providers, the librarians, and literacy coach.

An afterschool program is in place to provide support for those ELLs on all levels students and students who will be taking the NYS Test in E.L.A. and Math for the first time in 2014. The program is also is structured according to students grade level.

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?

Teachers use ReadyGen, GoMath, EnVisions, Great Leaps, LLI, Foundations and Wilson. Close reading strategies, reading for the

gist, questioning and discussion, and problem solving strategies also accelerate language development.

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?

The school is aware of the need for careful planning of services for Students with Interrupted Formal Education. The goal of the program for support of SIFE is to focus on the development of both the academic and linguistic skills of SIFE. In addition to the transitional bilingual program or the freestanding ESL services, the school offers both after-school enrichment programs for these ELL students. PSX 126 currently has 5 SIFE students.

Newly Proficient

Newly Proficient students on the NYSESLAT receive extension of time on state tests and it is under the discretion of the teacher to afford them extended time to accommodate them during unit and teacher made tests. Children are also offered opportunities to attend Extended Day, Afterschool and Saturday Literacy and Math Labs. Teachers are aware of students transition into monlingual classes and therefore are grouped accordingly. They are encouraged to participate in extra-curricular activities. All school programs and activities are open to all students and letters to parents are distributed in both languages. Newly proficient ELLs are placed in ESL self-contained classrooms and are supported with the strategies for enhancing language acquisitions.

Newcomers

PS 126 provides several services to newcomers beyond the regular transitional bilingual program and ESL services. For example, the Afterschool Enrichment Program three times per week provides the grades 2-6 transitional bilingual program students Guided Reading instruction. Instructional support for newcomers also includes differentiated instruction, small group activities provided by Bilingual and ESL teachers in the classroom. Strategies are provided for students of varied proficiency levels, modifying instruction for every lesson taught.

Long-term ELLs and ELLs with 4-6 years

Each year the school requests extension of services for the Long-term ELLs. The school will mandat these students participation in afterschool and extended day programs through after-school programs. In addition, the teachers of the freestanding ESL program work with the classroom teachers to identify students' need for supplementary reading and math instruction.

In the bilingual program the teachers make increasing English language instruction a priority, without compromising literacy in the native language, therefore creating bi-literate students. PS 126 currently has 21 long-term ELLs in grades 3, 4, 5 and 6.

The majority of the students are in transitional bilingual classes in grades 3, 4 and 6 and the remaining students are in 3, 4, 5, and 6th grade self-contained ESL classes. Students are provided with instruction that focuses on the use of all four language modalities (Listening, Speaking, Reading and Writing) and they are grouped based on their performance on the NYSESLAT, with specific attention being paid to the students' individual raw scores in each modality. Differentiation occurs through the use of scaffolding techniques, questioning techniques, Accountable Talk, and tiered activities/ differentiated tasks.

The school librarian uses SmartBoards and laptops with all students including ELLs. Laptop carts are available for research and skill buidling activities. Every classroom has desk top computers for student use.

Our plan for ELLS identified as having special needs is designed to adapt the curriculum to students needs by providing professional development to licensed bilingual, ESL and CTT teachers in order to modify lessons to meet the individual styles and needs of students on the goals written in their IEPs. In addition the certified special education teachers collaborate with ESL, special ed, and bilingual teachers to address the specific needs of each ELL. These teachers work together to individually plan for academic development and linguistic growth of these students. Mandated service providers support ELLS with IEPs in speech, occupational therapy, and SETTS services. We have in place a system that closely examines teacher referrals of ELLs to special education taking into consideration the understanding that language acquisition is not an indicator of special needs. All staff are responsible for implementing goals and objectives as prescribed by their IEPs.

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

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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

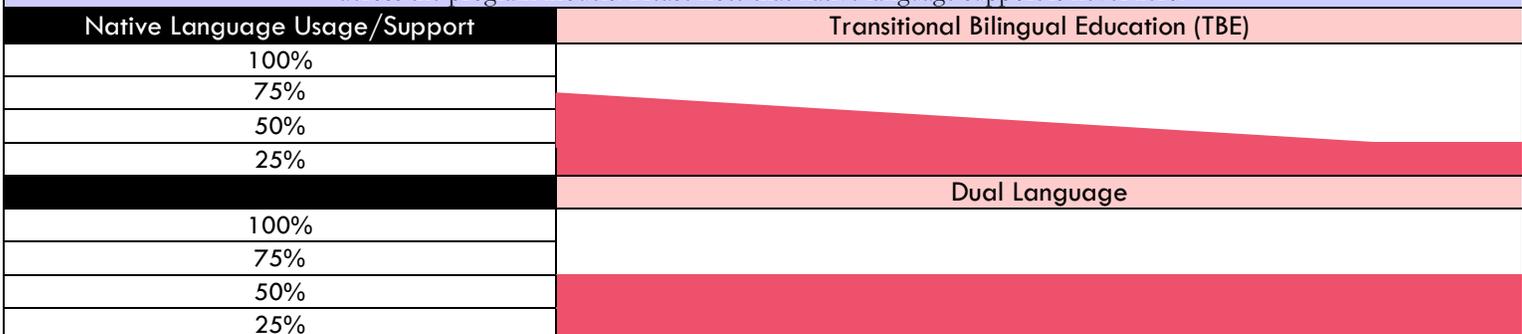
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Paste response to question here:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here:
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Paste response to question here:
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Paste response to question here:
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.
Paste response to question here:
18. What language electives are offered to ELLs?
Paste response to question here:
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)?

Students who reach Proficiency level on the NYSLESLAT

-Those who are still in bilingual classes (parent option) continue to receive support in the native language

-Continue to receive extended time during formative and summative assessments

- Strongly urged to partipate in the Afterschool/Saturday Literacy and Math programs

New Programs or Improvements or Resources

-Integration of ELL Afterschool Program and the Afterschool Literacy and Math due to budget and staffing limitations- Students are selected based on various criteria including 2013 NYS ELA, Math and NYSLESLAT data. Priorty was given to students who scored int Levels 1 & 2, those ELLs who were in the beginners and intermediate level those to be tested for the first time in 2014 and the new arrivals. Teachers in the afterschool program are licensed in ESL/bilingual. The teachers are able to service the majortiy of their own studetns in this program therefore student participation is relatively high.

- For the upcoming year we are researching ESL resources to support students and teachers

ReadyGen, Fundations and Great Leaps are Literacy Resources

- New structure for the Reading and Writing workshop with a focus on close reading, content specific vocabulary, grammar and language conventions

- EnVisions (Gr. K-2) and GoMath (3-5)

Instructional materials

-Journeys- Vocabulary Readers

-ELL component for the EnVisions math

-Laptops, SmartBoards

-Elmos and Projectors

-Listening Centers

-ESL component in content area materials

Native Language Arts

- NLA support is aligned with the Common Core Learning Standards

-Mandated units of study of NLA according to the LAP

-ESL services support and resources correspond to appropriate ages and grade levels

-School tours are organized to familiarize students with the school community and its resources

Using the ESL methodologies teachers incorporate activities using visuals, role playing, total physical response, tactile learning and accountable talk. Instruction is differentiated according students' proficiency levels and learning styles. The goals of the program include assisting students in achieving "on grade" performance levels in NYS Assessments and to achieve English Language proficiency within three years based on NYS Assessments, including the NYSESLAT Interim assessments and other tools for evaluating student progress.

An ESL Pull-Out model is used to service students in grades K, 1, 2, 3 and 4, grade special education.. Students are pulled out during the daily 50 minute period for content area (social studies, science or math) instruction using ESL methodologies. The instruction is aligned with classroom instruction, NYC Scope and Sequence, and NYS Standards.

Using the push-in model the licensed ESL teacher works with small groups of students in grades K, 1, 2, 3, 4, special education supporting classroom teachers using ESL methodologies.

Our Native Language Arts Program in Reading and Writing in Grades K, 1, 2, 3, 4 and 5 we will continue with an emphasis on development of reading strategies that will enhance comprehension in Spanish. Twice per week there will be a 90 minute block of Reading and Writing in Spanish supported by the units of study that emphasize various genres in reading and writing that are aligned with the NYS Test in E.L.A. Guided reading groups and word work lessons will further support readers. Teachers are encouraged to use Depth of Knowledge questioning and tasks, criteria charts, rubrics and technology to exemplify what good readers and writers do.

The EnVision Mathematics program has been implemented in grades K-2 in both Spanish or English depending upon student level of language proficiency. End of topic and unit test assessments are used to set goals for instruction, plan for conferencing and differentiate instruction.

Alignment of the Envision Math and GoMath program with Common Core State Standards and performance indicators with emphasis on the problem solving skills provides students with a comprehensive math program and other available resources.

EnVision and GoMath emphasize the application of mathematics to real world situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas in preparation for the NYS test in Mathematics.

ESL methodologies are implemented in Social Studies and Science content areas in alignment with the core curriculum initiative and the Scope and Sequence pacing guides. The Delta Foss Kits and Harcourts Science textbooks are used in both bilingual and ESL programs. In Social Studies, McGraw-Hill aligned with the NYC Scope and Sequence is used in all programs.

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.

On the school level, professional development occurs once per week common grade meetings. During Teacher Team Meetings, teachers analyze student data, discuss current research, share best practices and develop instructional goals based on student data. Bi-Monthly bilingual/ESL meetings provide teachers opportunities to share and discuss best practices, as well as best practices and strategies learned at professional development sessions outside of the school building and strategies for teaching ELLs. Lead Teachers, coaches and school based mentors give demo lessons, assist in planning, and share important information about teaching strategies that will impact student achievement. ESL and Bilingual Teachers model and support monolingual teachers who have ELLs in their classes through demo lessons, school and class intervisitations. Twice per month Teachers participate in 100 minutes of professional development

Teachers are afforded opportunities to attend professional development offered by the ELL Cohort, Estrellita Program and the CFO (Children's First Network and any additional training offered. Workshops topics include Compliance Guidelines for ELLS, Using the NYSESLAT to Differentiate Instruction, LAP compliance, AMO and any other offerings by the DOE.

Guidance Counselor and Assistant Principal for Grade 5 assist students in Middle School Choice Applications, attendance at the Middle School Fair and Orientations.

Cluster Teachers, all other staff that give support to ELLs will be scheduled for training in order to comply with the 7.5 hours of ELL training.

Paste response to questions here:

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?

P.S. 126X has a functioning PA that provides various activities to support families of the P.S. 126X community. A needs/interest survey was developed by the School Leadership Team to parents in order to develop programs, offer services and increase parent participation in school sponsored activities. Parents attend workshops provided by the Woodycrest Program, Highbridge Life and Bridge Builders in parenting skills such as nutrition, special education services, financial training and health issues. Our Parent Coordinator will provide individual support to families in temporary housing, and/or in need of assistance. Our Learning Leaders assist teachers, students, administrators and office staff with various tasks around the school. Field trips and workshops are being planned for parents in the community. Our Parent Coordinator will use a variety of resources in the community and offers parents referrals and assistance in many ways. A series of workshops are planned to help empower our parents and to help them understand Title I Funds. Parent Orientation Meeting for the ELL's and new arrival are held ongoing to inform parents of the available programs for ELL students. Data from the HLS is used to determine language preference for communication. The Learning Environment Survey for parents data is analyzed to determine parent needs. The School Leadership distributes an annual Parent Needs Survey to analyze interests and concerns.

-We are considering conducting Parent workshops conducted by Bilingual, Special Ed, ESL, Guidance, Social Workers and related service provider teachers to provide parents with strategies that will help them help their children to become successful learners.

Parent

-Analysis of surveys will determine the activities and needs planned for parental involvement.

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:

School Name: _____

School DBN: **09X126**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nadine Kee-Foster	Principal		1/1/01
Princess Kent	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Luz Salamanca	ESL Teacher		1/1/01
	Parent		1/1/01
Maria Diaz	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Natasha Gordon	Coach		1/1/01
	Coach		1/1/01
Blanca Macias	Guidance Counselor		1/1/01
Marlene Wilks	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: **09X126**

School Name: **PS 126X**

Cluster: **209**

Network: **9**

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.

Home Language Surveys indicate that more than 70 % of our families consider Spanish as their dominant language, therefore all communication to parents is offered in English and Spanish.

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.

Based on the HLS, Spanish written and oral interpretation present the greatest need.

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.

Translation of the following services will be provided by P.S. 126X: registration forms, progress reports, conduct, safety and discipline forms, permission slips and consent forms, entitlement to public and special education services and any other critical documents. Translations are provided by qualified bilingual and bi-literate staff members.

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.

Assigned office staff are available to provide oral interpretations.

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>.

During Parent sponsored Activities including Back to School Night, parent workshops, Parent Teacher conferences, and parent notices, families are informed of their rights to have translation services available.