

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	28Q121
School Name:	P.S. 121 QUEENS
Principal:	EVELYN VADI

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Elementary School Number (DBN): 28Q121
PreK-5
Grades Served: _____
School Address: 126-10 109th Avenue South Ozone Park, NY 11420
Phone Number: 718-558-1560 Fax: 718-558-1565
School Contact Person: Christina Zovich Email Address: czovich@schools.nyc.gov
Principal: Evelyn Vadi
Erin Jones
UFT Chapter Leader: Rekha Sookoo
Parents' Association President: Jasmine Jones
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Jasmine Jones
N/A
Student Representative(s): _____

District Information

District: 28 Superintendent: Mabel Muniz-Sarduy
Superintendent's Office Address: District 28 90-27 Sutphin Blvd. Room 242 Jamaica, NY 11485
Superintendent's Email Address: msarduy@schools.nyc.gov
Phone Number: 718-557-2618 Fax: 718-557-2623

Borough Field Support Center (BFSC)

BFSC: Queens District 28 Director: Marlene Wilks
Borough Field Support Center
82-01 Rockaway Boulevard
Director's Office Address: _____
2015-16 CEP

mwilks@schools.nyc.gov

Director's Email Address:

917-520-6743

718-281-3509

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Evelyn Vadi	*Principal or Designee	
Erin Jones	*UFT Chapter Leader or Designee	
Rekha Sookoo	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Jasmine Jones	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Erica Fladell	Member/ Teacher	
Antonella Denk	Member/ Teacher	
Sou Maly King	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kevin Reiser	Member/ Teacher	
Cindy Williams	Member/ Parent	
Bibi S. Seereram	Member/ Parent	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

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

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

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

Our school's biggest challenge is to improve our students' English Language Arts (ELA) performance. This is an area of focus for this school year. We aim to focus on rigorous ELA instruction in order to move students towards higher levels of achievement this year. We have newly adapted two reading programs, Wonders and Reading Streets, which are integrated reading programs that support the development of a strong reading foundation, provide access to complex text, and connect reading and writing. These programs are in alignment with the current instructional shifts. They aim to

build content knowledge through the reading of fiction and nonfiction text, produce high quality text-based written products, and build academic vocabulary through the reading of grade-level text. Our goal in adapting these programs is to see improvements in our students reading scores at the end of this school year.

Our priority focus for this school year is Rigorous Instruction, with a key focus on improving writing instruction. As per our 2014 Quality Review, our school was rated well developed in the area of rigorous instruction. It was found that, "Students benefit from rigorous instruction that strategically aligns with a standard-based curriculum, resulting in academic growth for all students." Our key area of focus within this section of the Framework, is to improve the overall writing of our students. Based on the New York State Grades 3-5 Common Core Writing Evaluation Rubric, our student writing across all grade levels has not show evidence of grade appropriate content and analysis, command of evidence, organization, language, style, or conventions.

28Q121 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	886	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	74.9%	% Attendance Rate		92.2%
% Free Lunch	74.8%	% Reduced Lunch		11.6%
% Limited English Proficient	3.1%	% Students with Disabilities		11.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	30.3%	% Black or African American		19.0%
% Hispanic or Latino	12.0%	% Asian or Native Hawaiian/Pacific Islander		36.7%
% White	1.1%	% Multi-Racial		0.9%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		7.63
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	36.0%	Mathematics Performance at levels 3 & 4		68.0%
Science Performance at levels 3 & 4 (4th Grade)	95.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	YES	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	YES	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	YES	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

At the end of the 2014-2015 school year, we conducted a comprehensive review of our school’s educational program. Information was gathered using current quantitative and qualitative data with respect to student progress. We analyzed the Principal Performance Observations (PPO), Elementary School Quality Snapshot, Quality Review Report, Benchmark Assessments, English Language Arts and Mathematics State testing data, and NYSESLAT results to identify our school’s strengths and challenges. As a result of this analysis, we developed a literacy focus to help strengthen all learners in our school.

Strengths: The key data points below highlight some of the impact of our strength that was noted by reviewers or evidenced in student achievement:

Principal Performance Observations 2014-2015:

- The school leader establishes a coherent vision of school improvement that is reflected with a theory of action which include clear specific comprehensive goals aligned to professional development, state data, teacher goals and common core learning standards.3.1
- The school community engages in structured professional collaborations that are engaged in inquiry based planning that promotes the achievement of school goals and the implementation of CCLS including the shifts. Professional development is led by teachers and supervisors and use research based strategies like “Tug of War” and “The Four Corners” from Harvard, Visualize Thinking. 4.1

Closing the Achievement Gap:

- The percent of English Language Learners (ELLs) in the 75th growth percentile or higher increased from 25% to 50% (English Language Arts) and 56.3% to 66.7% (Math)

New York City School Survey 2014-2015: Ninety-two percent of teachers in our building provide students reading and writing experiences grounded in evidence from text, both literary and informational at least a few times a week.

Needs: We focused on rigorous English Language Arts (ELA) instruction in order to move students towards higher levels of achievement this year. We adapted two new reading programs, Wonders and Reading Street, which are integrated reading programs that support the development of a strong reading foundation, access to complex text, and connect reading and writing. Our current performance data, however, reveal that student writing across all grade

levels does not yet evidence grade appropriate content and analysis, command of evidence, organization, language, style or conventions.

Needs: The key data points below highlight some of the impact of our challenge noted by reviewers or evidenced in student achievement:

New York State Assessment Performance Data (2013-2014)

- Sixty-two percent of all students at this school are performing at levels 1 and 2. An analysis of school wide data revealed that our students showed minimal growth in ELA performance from the previous year.

Principal Performance Observation:

- Teachers are providing effective scaffolds to students through graphic organizer, vocabulary support, i-Pads, supplementary materials and individual or group conferencing. However, high performing students are not fully challenged at their entry point with quality support and extensions to demonstrate higher order thinking skills in student work product. (1.2)

Grade Level Writing Performance Tasks:

- Based on the New York State Grades 3-5 Common Core Writing Evaluation Rubric, student writing across all grade levels does not yet evidence grade appropriate content and analysis, command of evidence, organization, language, style or conventions.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, with immersion in explanatory writing, 50% of students will demonstrate an improved ability to examine a topic and convey ideas and information clearly in a series of three written texts. This will be evidenced through the use of a 4-point holistic writing rubric.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>First Quarter:</p> <p>Research Based Instructional Programs</p> <ul style="list-style-type: none"> • Teacher teams will use tools such as Depth of Knowledge and Hess Cognitive Matrix to revise the school's existing writing curriculum maps. Teacher teams will plan daily writing lessons that will allow access to all learners through differentiated lesson activities, and embed strategic extensions that encourage higher order thinking and student reflection. <p>Professional Learning</p> <ul style="list-style-type: none"> • Professional learning will be provided in using data protocols to analyze individual and group data. This information will also be used to create writing strategy groups. • Collaboratively, in a risk-free environment, teachers will be trained on how to plan writing lessons that include scaffolds for writing such as model writing and small guided writing groups. In addition, teacher teams will revise student check-lists and grade-specific writing rubrics that students will utilize before and after completing tasks. <p>Addressing Student Needs: Students with disabilities, English Language Learners, Talented and Gifted, and other high-need student subgroups</p> <ul style="list-style-type: none"> • Writing tasks with multiple-entry points will be utilized in order to meet the individual needs of each learner. Visual aids, model writing and guided writing groups will be used to scaffold lessons. • In accordance with the Danielson Framework for Teaching, students are encouraged to assess their own work and make improvements using a self-monitoring 	<p>Teachers</p> <p>Parents</p> <p>ELLs</p> <p>SWD</p>	<p>May, 2015– Sept.2015</p>	<ul style="list-style-type: none"> • School Leaders • Professional Development Team • Teachers

<p>checklist and/or rubric. This will allow students opportunities to reflect on their own progress, ensuring that they are striving to achieve high quality academic products.</p> <ul style="list-style-type: none"> • Writing tasks will be differentiated through the use of Project-Based Learning (PBL). <p>Parental Involvement:</p> <ul style="list-style-type: none"> • Parents will be invited to Curriculum Night in the beginning of the year to provide them with information and resources on ways to help their children meet the needs of the curriculum, grade specific standards, and Citywide Instructional Expectations. The school’s instructional goals will be discussed during this time. • Parents will be offered informative workshops to educate them on the writing curriculum and ways they can help their child(ren) at home. • Tuesday parent conferences will provide parents with the opportunity to meet and discuss student progress towards writing goals. 			
<p>Second Quarter:</p> <p>Research-based Instructional Programs</p> <ul style="list-style-type: none"> • Collaboratively, in a risk free environment, teacher teams and school administrators will meet to analyze on-going student writing pieces using writing rubrics to plan for adjustments which will include; differentiated learning activities, Project Based Learning activities, extension activities, remediation activities, and opportunities for student revision of writing. <p>Professional Development</p> <ul style="list-style-type: none"> • Based on formal and informal teacher observation, professional development activities are adjusted in order to inform teachers of the need to adjust writing instruction to meet the needs of all learners, including students with disabilities, English Language Learners, and Talented and Gifted. • Teachers, who demonstrate highly effective practices in writing instruction and differentiation, will be given the opportunity to open up their classrooms for inter-visitations. These highly effective teachers will collaborate with their peers and model lessons during “Lunch and Learns”, grade-wide conferences and other professional learning sessions. This practice demonstrates a high level of trust amongst colleagues. 	<p>Teachers</p> <p>Parents</p> <p>ELLs</p> <p>SWD</p>	<p>Sept. 2015- Nov. 2015</p>	<ul style="list-style-type: none"> • School Leaders • Professional Development Team • Teachers

<p>Addressing Student Needs: Students with Disabilities, English Language Learners, and other high-need student subgroups</p> <ul style="list-style-type: none"> Teachers will analyze student writing, through the use of the Beginning of Year Informational/ Expository Writing Task, in order to find strengths and deficiencies. This data will drive teacher instruction to ensure that the individual needs of all students are being met. Project based learning tasks will include multiple entry points which will allow all students to be successful in writing tasks, while meeting the individual needs of all students. Students will use checklists and rubrics to self-assess their writing. This will help to foster student accountability and independence. Students who have mastered a particular writing skill will be assigned the role of “wingman” and provide support to peers. This establishes a common culture of trust amongst students. <p>Parental Involvement:</p> <ul style="list-style-type: none"> Parents will receive monthly newsletters to keep them informed of the writing curriculum. Parents will be offered informative workshops to educate them on the writing curriculum and ways they can help their child(ren) at home. Parents will be invited to attend student led conferences and will be given the opportunity to discuss the strengths and deficiencies of their child(ren) and share strategies parents can use to help their child(ren). Parents will be encouraged to provide feedback to teachers and insights into supporting their child(ren). This will help to establish a common culture of trust amongst teachers and parents. 			
<p>Third Quarter</p> <p>Research-based Instructional Programs</p> <ul style="list-style-type: none"> Teacher teams and school administrators will continue to meet in a risk-free environment to analyze student writing. The results of these meetings will allow teachers to modify their writing instruction in order to meet the individual needs of each student. Instruction will include differentiated learning activities, project based learning, and opportunities for student reflection. 	<p>Teachers</p> <p>Parents</p> <p>ELLs</p> <p>SWDs</p>	<p>Dec. 2015-</p> <p>March 2016</p>	<ul style="list-style-type: none"> School Leaders Professional Development Team Teachers

<p>Professional Development</p> <ul style="list-style-type: none"> Each grade will continue to engage in cycles of analysis of student work products throughout this quarter to help design instruction and meet the individual needs of all students. <p>Addressing Student Needs: Students with Disabilities, English Language Learners, and other high-need student subgroups</p> <ul style="list-style-type: none"> Teachers will analyze student writing, through the use of the Middle of Year Informational/ Expository Writing Task, in order to find strengths and deficiencies. They will use this data to drive instruction to help them meet the individual needs of all students. <p>Teacher teams will design self-monitoring tools to engage students in independent tasks. These may include: student checklists and rubrics, sentence and paragraph starters, independent writing projects, task cards, and anchor texts.</p> <p>Parental Involvement:</p> <ul style="list-style-type: none"> Parents will continue to receive monthly newsletters to keep them informed of the writing curriculum. Parents will be invited to attend Parent Teacher Conferences to discuss the individual strengths and deficiencies of their child(ren). 			
<p>Fourth Quarter</p> <p>Research-based Instructional Programs</p> <ul style="list-style-type: none"> Teacher teams and administrators will meet in a risk-free environment to review the curriculum and make revisions based on current data collected from student writing tasks. <p>Professional Development</p> <ul style="list-style-type: none"> Teachers will analyze student writing, through the use of the End of Year Informational/ Expository Writing Task, in order to measure student progress by comparing the three completed writing tasks. <p>Addressing Student Needs: Students with Disabilities, English Language Learners, and other high-need student subgroups</p> <ul style="list-style-type: none"> Teachers will continue to modify instruction based on the current needs of their students. Teachers will continue to offer multiple entry points and project based learning assignments. 	<p>Teachers</p> <p>Parents</p> <p>ELLs</p> <p>SWD</p>	<p>April</p> <p>2016-</p> <p>June</p> <p>2016</p>	<ul style="list-style-type: none"> School Leaders Professional Development Team Teachers

<ul style="list-style-type: none"> Students will continue to self-assess using checklists and rubrics. 			
Parental Involvement <ul style="list-style-type: none"> Parents will continue to receive monthly newsletters to keep them informed of the writing curriculum. Parents will be provided with strategies they can incorporate over the summer to promote and strengthen their child(rens) writing. 			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Resources Needed											
<ul style="list-style-type: none"> Administration and teachers will provide professional learning, modeling and materials for staff. The following items will be used: The Danielson Framework, Depth of Knowledge Wheel, Copies of the Instructional Shifts in Literacy and Citywide Instructional Expectations, and the Hess Cognitive Rigor Matrix. ENGAGE NY release questions and writing rubrics Time on Mondays will be designated for teacher team meetings. Time on Tuesdays will be designated for conferences with parents. Current curriculum maps 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, with immersion in explanatory texts, 25% of students will demonstrate an improved ability to examine a topic and convey ideas and information clearly in two written texts. This will be evidenced through the use of a 4-point holistic rubric.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
N/A

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
N/A

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

N/A

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

N/A

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data. Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
N/A

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.
N/A

N

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
N/A			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
N/A											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
N/A										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
N/A

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
N/A

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

N/A

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

N/A

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

At PS 121, we pride ourselves on maintaining frequent communication, a culture of trust and positive attitudes among students, staff, and parents. Teachers made many attempts to communicate with parents regarding the progress of their children. Parents were invited to attend several events throughout the year that allowed them to be involved with their children’s learning. Our current data indicate a high level of communication between parents and teachers.

Strengths: The key data points below highlight some of the impact of our strength that was noted by reviewers or NYC School Survey:

- Principal Performance Observations 2014-2015: The school leader maintains a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults by providing supports such as “DoJo”, which is a point system for behavior and participation. 1.4
- High expectations are communicated through the school’s website, parent meetings, online gradebook-Skedula, newsletters, monthly parent Reading Connections and calendars. Open Access Library provides an area for parents to bring their children to read and work together; and receive support from teachers. 3.4

Elementary School Quality Snapshot:

- Ninety percent of the parents feel that the school offers a wide enough variety of courses, extracurricular activities, and services.

Framework for Great Schools Report 2015:

- Survey results in the Parent Involvement section indicate a ninety-five percent positive response in the area of Teacher Outreach to Parents.

New York City School Survey 2014-2015:

- Eighty-four percent of parents feel that teachers work closely to meet students' needs.
- Eighty-four percent of parents feel that teachers communicate regularly with parents/guardians.

Needs: This year we focused on improving our school’s strong family-community ties. While we did show improvement in the area of parent communication, our current data indicate that our focus needs to be on parental involvement in the school community. According to the 2014-2015 N.Y.C. School Survey only twenty-six percent of parents have volunteered at least once a month to support our school. We want parents to feel that they are a welcome member of our school community. We need to build strong partnerships between parents and teachers that enrich the school community.

Needs: The key data points below highlight some of the impact of our challenge noted by reviewers or N.Y.C. School Survey:

Framework for Great Schools Report 2015:

- Survey results in the Parent Involvement section indicate a seventy-six percent positive response in the area of Parent Involvement in the School.

2014-2015 N.Y.C. School Survey:

- Twenty-three percent of parents reported that they only volunteered time to support our school once this year and fifty percent reported that they did not volunteer to support our school at all.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school's administration, parent coordinator, and teachers will develop a more collaborative partnership with families, as measured by a five percent increase in parents who volunteer time to support our school according to the Strong Family-Community Ties section of the N.Y.C School Survey.

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Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>First Quarter:</p> <p>Research- Based Instructional Programs</p> <ul style="list-style-type: none"> • Weekly parent workshops are offered at the summer school site. • Parent Coordinator attends monthly workshops offered by the District Family Advocate. • Administration attends workshops on a variety of topics. • Administration, teachers and Parent Coordinator collaborate to plan various community based activities. 	<p>Administration</p> <p>Parent Coordinator</p> <p>Teachers</p> <p>Parents</p>	<p>May 2015- Sept. 2015</p>	<ul style="list-style-type: none"> • School Leaders • Professional Development Team • Teachers • Parent Coordinator
<p>Second Quarter:</p> <p>Research- Based Instructional Programs</p> <ul style="list-style-type: none"> • Parents are invited to Curriculum Night to inform them about what their children will be learning throughout the year. • Parents are invited to attend monthly workshops given by teachers. • Parents are invited to attend various community based programs at our school based on the NYC K-5 Science Scope and Sequence, Go Math, Reading Street, and Wonders academic programs. <p>Professional Development</p> <ul style="list-style-type: none"> • Teacher leaders provide monthly on-going professional learning on various topics including writing newsletters and Dojo during grade meetings. 	<p>Teachers</p> <p>Parents</p> <p>ELLs</p> <p>SWD</p>	<p>Sept.. 2015- Nov, 2015</p>	<ul style="list-style-type: none"> • School Leaders • Professional Development Team • Teachers

- Parent Coordinator attends monthly workshops offered by the District Family Advocate.

Addressing Student Needs:

Students with Disabilities, English Language Learners, and other high-need student subgroups

- Through a collaborative effort of the parent coordinator, guidance counselor, teachers, ELL teacher, and special education teachers, parents are offered informative workshops to educate them on the curriculum and ways they can help their child(ren) at home. This helps to establish a community of trust.
- The ELL teacher holds parent orientation meetings yearly to discuss the ELL program and placement choices.
- Special education teachers meet with parents yearly for annual reviews to discuss the progress of their child(ren). Academic strengths and needs which are based on Common Core Learning Standards are discussed. Goals are designed to meet the individual needs of students. Progress reports are sent home with report cards to inform parents of progress toward mastery of grade level goals.
- Time is allotted on Tuesday afternoons for parent communication, in the form of telephone and face-to-face conferences in order to help establish a positive relationship between parents and teachers.

Parental Involvement:

A community of trust is established between the school and the parents in the following ways:

- Parents are invited to visit their children’s classroom during Open School Week to see first-hand the learning that is taking place.
- Monthly grade newsletters and parent calendars are sent home which include dates of important events happening at our school.
- Agenda books are given to students as a means of recording pertinent information such as important events occurring in our school.
- Time is allotted on Tuesday afternoons for parent communication, in the form of telephone and face-to-face conferences.
- Parents are invited to join the Parent Teacher Association (PTA) so they may play an active role in our

<p>school. Meetings are held on a rotating basis, in order to accommodate parent's schedules.</p> <ul style="list-style-type: none"> • Student-led parent teacher conferences are held. This allows students the opportunity to share their personal academic strengths and needs. Teachers are able to discuss strategies the parents can use to assist their child(ren) at home. • Our Parent Coordinator has an open door policy when it comes to our parent community. 			
<p>Third Quarter:</p> <p>Research-based Instructional Programs</p> <ul style="list-style-type: none"> • Parents continue to be invited to attend monthly workshops given by teachers. • Use of Go Math parent resources, such as Think Central (online access at home). • Parents are invited to be a part of project based learning activities in school. • Parents are invited to attend Cornell University Nutrition and Health Seminars. • Swim for Life- all second grade students are invited to participate in this life skill program, which provides them with opportunities to learn how to swim. <p>Professional Development</p> <ul style="list-style-type: none"> • Teacher leaders provide monthly on-going professional learning on various topics including writing newsletters and Dojo during grade meetings. • Parent Coordinator attends monthly workshops offered by the District Family Advocate. <p>Addressing Student Needs:</p> <ul style="list-style-type: none"> • Special Education, English Language Learner teachers and Talented and Gifted teachers continue to analyze student data to identify areas of strength and need. This information is shared with parents at meetings and workshops. • Special Education teachers continue to hold annual reviews. <p>Parental Involvement:</p> <p>A community of trust is established between the school and the parents in the following ways:</p> <ul style="list-style-type: none"> • Parents are encouraged to act as chaperons on school field trips. 	<p>Teachers</p> <p>Parents</p> <p>ELLs</p> <p>SWD</p>	<p>Dec. 2015- Mar. 2016</p>	<ul style="list-style-type: none"> • School Leaders • Professional Development Team • Teachers

<ul style="list-style-type: none"> • Parents are invited to attend Parent Teacher Conferences. • Tuesday afternoons continue to be set aside for meetings between parents and teachers. • Parents will be invited to attend open access library sessions. • Parents in grades Pre K – 1 will be invited to act as mystery readers. • The administration and parent coordinator will continue to have an open-door policy when it comes to our parent community. • Our Parent Coordinator organizes a trip to the community library in order to help parents attain library cards. • PTA meetings are held on a rotating basis, to accommodate parental schedules. 			
<p>Fourth Quarter:</p> <p>Research-based Instructional Programs</p> <ul style="list-style-type: none"> • Parents continue to be invited to attend monthly workshops given by teachers. • Use of Go Math parent resources, such as Think Central (online access at home). • Parents continue to be invited to be a part of project based learning activities in school. <p>Professional Development</p> <ul style="list-style-type: none"> • Teacher leaders provide monthly on-going professional learning on various topics including writing newsletters and Dojo during grade meetings. • Parent Coordinator attends monthly workshops offered by the District Family Advocate. <p>Addressing Student Needs</p> <ul style="list-style-type: none"> • Special Education, English Language Learner teachers and Talented and Gifted teachers continue to analyze student data to identify areas of strength and need. This information is shared with parents at meetings and workshops. • Special Education teachers continue to hold annual reviews and meet with parents to discuss student progress. <p>Parental Involvement:</p> <p>A community of trust is established between the school and the parents in the following ways:</p>	<p>Teachers</p> <p>Parents</p> <p>ELLs</p> <p>SWD</p>	<p>Mar. 2016- June 2016</p>	<ul style="list-style-type: none"> • School Leaders • Professional Development Team • Teachers

<ul style="list-style-type: none"> • Parents are invited to attend our end of year celebration. • Families are invited to attend a PTA hosted movie night. • Parents in grades Pre K – 1 will be invited to act as mystery readers. • Parents are encouraged to act as chaperons on school field trips. • Parents will be invited to attend open access library sessions. • Tuesday afternoons continue to be set aside for meetings between parents and teachers. • Parents will be invited to May Collaboration of Learning Conferences. • PTA meetings are held on a rotating basis, in the morning and evening, to allow as many parents to participate as possible. 			
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Resources Needed</p> <ul style="list-style-type: none"> • Administration and teachers will be given time to offer special programs for parents including workshops and open-access library. • Time on Tuesdays will be designated for conferences with parents. • PTA funding for special events. • Cornell University Nutrition and Health Seminar • Swim for Life 										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, the school's administration, parent coordinator, and teachers will develop a more collaborative partnership with families, as measured by a two percent increase in parents who volunteer time to support our school according to the P.S. 121 Parent Survey #2.</p>

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Eligibility is determined by state and local assessments, as well as teacher recommendation. Students who have been held over and Level 1 students are a priority.	Small group comprehension instruction Foundations. RTI	AIS- Small group instruction RTI instruction is provided in small groups (Tier 2- 5 students, Tier 3- 2 students).	Additional services are provided in our after school program 2 days a week for an hour and a half each day. RTI services are provided during student’s specials periods a minimum of 3 days a week for 45 minutes
Mathematics	Eligibility is determined by state and local assessments, as well as teacher recommendation. Students who have been held over and Level 1 students are a priority.	Small group instruction is provided for grades 1-5 during school using manipulatives for hands-on instruction. RTI/ AIS ELA instruction is cross curricular. Students are exposed to reading strategies and skills that will aid them during mathematics instruction.	AIS- Small group instruction	Additional services are provided in our cross-curricular after school program 2 days a week for an hour and a half each day. RTI services are provided during student’s specials periods a minimum of 3 days a week for 45 minutes.
Science	Eligibility is determined by state and local assessments, as well as teacher recommendation. Students who have	There is a cluster program where instruction will be provided for students in grades 3-4 that will include lessons on the strands of	AIS- Small group instruction	RTI services are provided during student’s specials periods a minimum of 3 days a week for 45 minutes.

	<p>been held over and Level 1 students are a priority.</p>	<p>Physical Setting and the Living Environment through inquiry based investigations</p> <p>RTI/ AIS ELA instruction is cross curricular. Students are exposed to non-fiction texts and reading strategies and skills that will aid them during science and instruction.</p>		
Social Studies	<p>Eligibility is determined by state and local assessments, as well as teacher recommendation. Students who have been held over and Level 1 students are a priority.</p>	<p>Our social studies cluster program is to reinforce the social studies standards.</p> <p>RTI/ AIS ELA instruction is cross curricular. Students are exposed to non-fiction texts and reading strategies and skills that will aid them during social studies instruction.</p>	<p>Small group instruction</p>	<p>Additional services are provided in our cross-curricular afterschool program 2 days a week for an hour and a half each day.</p> <p>RTI services are provided during student's specials periods a minimum of 3 days a week for 45 minutes.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Eligibility is determined based on teacher and parent recommendation.</p>	<p>School counseling includes, but not limited to, the following skills for increasing attention, managing peer pressure, preventing bullying, managing self-esteem, managing uncomfortable feelings, and skills to increase readiness.</p> <p>Our nurse provides workshops for Asthma Awareness to inform students of</p>	<p>At risk and youth development support is provided one to one or in small group sessions based on need by our guidance counselor and social worker</p>	<p>.Due to budgetary constraints, we are unable to provide after school services at this time, which does, without a doubt, impact students' ability to cope with everyday stresses that can interfere with their academic progress.</p>

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

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
To be found qualified, one must apply, submit a cover letter and resume and be interviewed by the personnel committee, which will determine which candidates meet the qualifications in the posting. We provide teachers with meaningful opportunities for leadership that are at times paid, challenging and enriching, such as curriculum planning, mentoring, coaching, technology integration and professional development. We provide time for teachers to collaborate, reflect and develop plans to improve their teaching practices. We seek teacher feedback when creating schedules, especially during standardized testing and special events.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Data are analyzed to inform teacher and grade specific professional developments.</p> <p>Grade conferences and one-to-one meetings are used to extend the discussions.</p> <p>New and struggling teachers are mentored on a regular basis. We have a supportive administration along with adequate resources and student materials, a safe environment, time for collaboration, ongoing professional development, reasonable class sizes, and support personnel and current technology.</p> <p>New teachers attend professional development over the summer and continues throughout the school year. Lead Teachers help analyze data and implement effective instructional practices. New teachers are partnered with veteran teachers. New Teachers inter-visit classes to observe good practices on their grade.</p> <p>The goal is for teachers and paraprofessionals in all stages of their careers to learn from one another. New teachers can benefit from the knowledge and experience of their colleagues and new teachers can bring recent training in curriculum, classroom management and technology that can inform and reinvigorate long-time teachers.</p>

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Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
At PS 121, we believe in collaboration and in using our Professional Learning Community to make decisions regarding the selection of assessments. Assessment options are presented as part of the School Leadership Team that contains representatives of all stakeholders; in turn, they contribute to decisions by sharing the opinions and choices of their constituents. Teachers also have an opportunity to discuss and weigh in assessment options during their secured teacher team sessions. Similarly, the administration shares assessment options as well as the final selections made via

faculty conferences. The MOSL Committee evaluates assessments and makes recommendations for the school year to the principal; the principal elected to adhere to the MOSL committee’s recommendations.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY ’16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	381,647.00	X	15,16,17
Title II, Part A	Federal	143,936.00	X	15,16,17
Title III, Part A	Federal	11,200.00	X	27,28,29
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,188,344.00	X	27,28,29

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

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

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

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

Parent Involvement Policy (PIP) Template

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

(Required for All Title I Schools)

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

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

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

<h3><u>Parent Involvement Policy (PIP)</u></h3>

<h4>Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)</h4>

P.S. 121 QUEENS

126-10 109 AVENUE

SOUTH OZONE PARK, NEW YORK 11420

(718) 558-1560

Parent Involvement Policy

Statement of Purpose

P.S 121Q teachers and staff are committed to providing a quality educational program that will challenge all

children to reach their potential. We believe when school and parents work together children succeed in school and throughout life. Neither home nor school can do the job alone. Parents play an extremely important role as

children's first teachers. Their support for their children and for the school is critical to their children's success in every step along the way.

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

Parents' Rights and Responsibilities

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

Development of the School Parent Compact

The development of the School-Parent Compact, as well as the Parent Involvement Policy, is a joint venture between parents, teaching staff, members of the School Leadership Team, and our Parent Coordinator. Our Parent Coordinator oversees the implementation of these documents as it relates to parents of our students.

During monthly Parent Association meetings, which are attended by parents, teachers, the Parent Coordinator and Principal, issues related to the education and welfare of our students are brought forth and discussed.

Furthermore, during regularly scheduled School Leadership meetings issues are discussed, revised, and updated as deemed necessary.

School/Parent Communication

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

Student Goals as per the Comprehensive Educational Plan (CEP)

#1--Parent Workshops

Throughout the school year a number of parent workshops are scheduled. Members of our staff and our Parent Coordinator conduct these workshops. Meetings cover many topics including, but not limited to, preparing students for the English Language Arts and Mathematics state exams, completing the middle school application, and an open

house for students entering Pre-Kindergarten, Kindergarten and the Talented and Gifted. Parents are also encouraged to suggest meeting topics. As a result of these suggestions, we have begun a series of workshops on Health and Nutrition, and continue with our series of workshops on the Common Core Standards, and how they relate to student learning, etc.

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

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

#2—Increase Parent Involvement

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

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

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

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

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

SCHOOL-PARENT COMPACT

P.S. 121 QUEENS

126-10 109 AVENUE

SOUTH OZONE PARK, NEW YORK 11420

(718) 558-1560

The P.S. 121Q School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact

outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2015-2016 .

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The P.S. 121Q School will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that supports children in meeting the CCLS.

Provide parents with frequent reports on their children's academic and behavioral.

Provide a midyear progress report as well as progress report during the Parent Teacher Conferences, show samples of student work, updates on reading, writing and math assessments.

Set high expectations for staff, students and parents by ensuring challenging curriculum, implementing programs targeted at increasing student achievement and committing to recruit, retain, and train qualified staff.

We are dedication ourselves to build bridges to foster an environment where children can think more analytically.

Highlight and prepare ways that the parents advance the learning environment where at home.

Specifically, those conference will be held:

Taking a Closer Look at Common Core Standard

Middle School Choice

Save Energy, Save Money Cornell University

Dojo and My On Nutrition and Health Cornell University

Preparing for Parent Teacher Conference

Parenting Support

Parent Book Club for Children

Math Success

Strategies to Help Struggling Learner

Reading and Writing Success

Developing Your Child's Language Skills

NYS Common Core ELA Test Overview and Strategies for Success

NYS Common Core Math Test Overview and Strategies for Success

Nutrition-Healthy Habits to Ensure our Students are Ready to Learn

Visit to the Queens Public Library

Computer Basic for Parent

Card Making

Family Fridays

Open Houses

Mighty Milers

Chess Club

We believe that ongoing dialogue between all parts of the community is essential to the success of our students. We are thinking of initiating a plan where every September teachers reach out to parents introducing themselves and sharing a positive comment about their child.

Parents will continue to be provided access to Acuity as a means of monitoring their child's performance and progress. Teachers are encouraged to contact parents throughout the years with positive feedback about their children.

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

Our school prides itself on having wonderful parent teacher relationships.

Teachers are always reaching out to parents to work collaboratively with their children.

We all agree that only through strong collaboration will the students reap the benefits.

Our administration has an open door policy.

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

Curriculum Night on September 17, 2015.

Open School Week November 16 – November 20, 2015.

Teachers are always instructed to communicate with parents as early in the year as possible. They know not to wait until parent teacher conferences to broach a problem that might exist which might impede a child's progress.

Parents are also invited to monthly assemblies, Math Jeopardy, Spelling Bee, Addition Bee, Pumpkin Picking, Apple Day and Family Fun Night.

Parent Responsibilities

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

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

Making sure my child is on time and prepared everyday for school.

Monitoring attendance.

Talking with my child about his/her school activities everyday.

Scheduling daily homework time and assigning homework done daily.

Providing an environment conducive for study.

Making sure that homework is completed.

Monitoring the amount of television my children watch.

Participating in school activities on a regular basis;

Attending family nights, shows, any family gatherings.

Participate in after school activities.

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

Attend all parent meetings.

Parent teacher conferences to keep abreast of child's progress.

.

Reading together with my child every day

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

Providing my child with a library card

Making regular visits to the library.

Communicating positive values and character traits, such as Play Fairly.

Responsibly, Work Together, Show Respect, Be Honest, Work Hard.

Respecting the cultural differences of others.

Helping my child accept consequences for negative behavior.

Being aware of and following the rules and regulations of the school and district.

Supporting the school discipline policy.

Expressing high expectations and offering praise and encouragement or Achievement.

Checking my NYS School account periodically to keep informed of child's attendance, performance and support my child when needed.

Home School Connection

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>15</u>
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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal Ms.Vadi	Assistant Principal Ms. Zovich
Coach Ms. Paradiso	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Ms. Green	School Counselor Mr.Flores
Teacher/Subject Area Ms. Brand/Reading Specialist	Parent Ms. Sookoo
Teacher/Subject Area Ms. Crisafi/IEP Teacher	Parent Coordinator Ms. Garrett
Related-Service Provider Ms. Croce	Borough Field Support Center Staff Member Ms. Rousseau
Superintendent Ms. Sarduy	Other (Name and Title) N/A

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	888	Total number of ELLs	40	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	35	ELL Students with Disabilities	0
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	5	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	35			5						0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
------------------------------------------------------------------	-------------------------------------------------------------

Freestanding English as a New 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	6	7	4	0	1	2								0
Chinese														0
Russian														0
Bengali														0
Urdu	2	0	0	0	0	1								0
Arabic	0	0	0	0	1									0
Haitian	1	1	0	0	0	0								0
French														0
Korean														0
Punjabi	3	7	4	0	0	0								0
Polish												0		0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	4	1	0	0	0	2								0
Emerging (Low Intermediate)	0	0	5	0	0	0								0
Transitioning (High Intermediate)	0	3	2	0	0	0	0							0
Expanding (Advanced)	0	5	6	6	0	0								0
Commanding (Proficient)	0	1	2	3	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	2	3								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	3	0	2	0								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		0			0
4		1	2		0
5			3		0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4			3						0
5					3				0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4			1		2				0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0				
Chinese Reading Test	0	0	0	0				

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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

The ELL teacher is trained to use a variety of assessment tools, and will utilize formative and summative assessments in the beginning, intermediate and advanced range of English abilities to ensure student progress. Currently we are using Acuity, ELA Scores, Interim Assessments, Fountas and Pinnell Running Records, and of course, Kid Watching to assess the early literacy skills of ELL students. The ELL teacher will combine students' informal assessments with standardized data to measure individual progress and help drive instruction. Continuous collaboration between the ELL teacher and classroom teachers to ensure curriculum alignment and academic progress of ELL students continues to be an ongoing priority to achieve this goal and objective. The evidence that P.S. 121 is on track with this goal and objective is the academic progress of ELL students as is evident in ELA scores, interim assessments, classroom progress indicators and NYSESLAT scores. Our school's instructional plan will include a curriculum that incorporates ways that the academic needs of ELLs can be met after the analysis of instructionally relevant data.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

An analysis of NYSITELL scores for the current year shows that 60% of ELL students are on the beginner level, while the other 40% were proficient, and did not need ELL services. An analysis of NYSESLAT scores showed that 60% of students are on the beginner level, 20% are on on the intermediate level and 20% are on the advanced level.

Our intermediate and advanced ELLs consistently perform better in the areas of speaking and listening than reading and writing. Our ELL teachers will use this information to guide curriculum planning and overall learning goals.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our school uses the Annual Measurable Achievement Objectives to measure progress toward the goal of English proficiency amongst our ELLs. The data yielded is used to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and the design of effective instructional programs and/or interventions for those students. Our content area data also shows academic skills where our ELL students have improved and areas where they need help. The AMAO data also highlights the areas where the students show academic weaknesses, and allows the ELL teacher to tailor timely and targeted interventions for students, such as scaffolding

language strategies and differentiating tasks.

NYSESLAT assessments have been reviewed, and based on these reviews, the ELL teacher meets with classroom teachers on a monthly basis, to address the academic needs of specific ELL students. Analysis of literacy assessments showed that 60% of ELLs scored at the beginner level, 20% of ELLs scored at the intermediate level, and 20% scored at the advanced level. There continues to be professional development sessions that focus on extending scaffolding strategies in Literacy. The ELL teacher also meets with the administrative and school leadership team, in order to discuss and review instructional literacy tools to provide differentiated literacy instruction for ELL students.

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

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

ELL periodic assessments have been reviewed, and based on these reviews, the ELL teacher meets with classroom teachers on a monthly basis, to address the academic needs of specific ELL students. Analysis of literacy assessments showed that 15% of ELLs scored below the grade level performance, 45 % of ELLs scored approaching grade level performance, and 40% scored at grade level standards. There continues to be professional development sessions that focus on extending scaffolding strategies in Literacy. The ELL teacher meets with the school leadership team, in order to discuss and review instructional literacy tools to provide differentiated literacy instruction for ELL students. Analysis of math assessments showed that 20% scored below grade level performance, 20% scored approaching grade level performance, and 60% scored at grade level standards. The ELL teacher and the math teachers are working on ongoing assessment and teaching strategies that are used to determine movement towards math core curriculum standards.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).

[Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

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

In serving ELLs, the first focus should be on improving the quality of core instruction and making sure that most students have ongoing, high-quality opportunities-to-learn and are succeeding. Our school is currently using the Wonder Works Reading program to address the academic needs of these students.

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

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

7. For dual language programs, answer the following:

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

Paste response to questions here: n/a

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

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

materials such as access to native language books that are available in the class or school libraries.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
Students who are admitted into the school will be administered the Home Language Identification Survey by the school’s ELL coordinator.
For students whose home language is not English, the school will administer a more in-depth interview with the student in order to determine NYSITELL eligibility. This interview is done in English and the home language. A member of the staff can translate if the students’ native language is Spanish, or outside translators are hired for other languages. The school determines eligibility to take the NYSITELL, and a list of eligible students are administered the NYSITELL. The ELL teacher will keep a record of these NYSITELL scores. Those falling below the cut scores will be eligible to be serviced by the ELL teacher. Placement into the ELL program must be completed within 10 school days.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Students will be administered the oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, our school will administer the Literacy Evaluation for Newcomer SIFE (LENS).
A school-wide determination about SIFE status will be made and data will be entered into the BNDC. As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within 30 days may be modified for up to one year. SIFE status is removed once the ELL scores are at intermediate/transitioning level or higher on the NYSESLAT.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
The Language Proficiency Team is formed and reviews evidence of the student’s English language development. The LPT Team consists of a certified teacher with TESOL certification and a related service provider.
The LPT determines whether the student should take the NYSITELL. These determinations are sent to the principal who makes the determination, and the student takes the NYSITELL, or if not, this determination is sent to the superintendent for review. A determination is made within 20 days.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The ELL coordinator keeps accountability forms that keep a record of all entitlement and non-entitlement letters that were distributed, and the dates of distribution. Letters of correspondence are sent home in parents’ preferred languages.
The ELL Coordinator will maintain an ELL Folder of Critical Documents which contains these documents in a central location for ease of review. A record is kept of all returned parent letters, and follow-up letters are sent home to parents who need to be reminded to return letters.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
If the need arises, individual letters are sent home to inform parents that they have the right to appeal ELL status. The ELL coordinator keeps track of these letters and follows up with phone calls or follow-up letters.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

When the ELL teacher meets with parents at ongoing parent meetings, a thorough description of the Transitional Bilingual Education, Dual Language and Freestanding ENL programs are outlined. The Parent Orientation Video is shown, and parents are offered different descriptonal brochures about each program. If the need arises, a translator is hired to inform parents about the program choices. If a parent chooses a program other than ENL, these parents will have a meeting with the administrative team and their options are outlined, as far as the programs that are offered in the district and the transfer procedures. If a TBE/Dual Language program becomes available in our school, parents will be notified by letters and phone calls. Translation services are available if necessary.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

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

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL teacher keeps a count and folder of all Parent Survey and Program Selection Forms that have not been completed and returned. Phone calls will be made to these parents, and meetings will be set up that would be convenient for the parents.
9. Describe how your school ensures that placement parent notification letters are distributed. There is an ongoing process where entitlement letters are distributed and returned. The ENL teacher ensures that every letter is returned by following up with phone calls to parents encouraging the return of these letters. Parent Survey and Program Selection forms are also encouraged to be returned on a timely basis by follow-up phone calls to the parents by the ENL teacher and Parent Coordinator.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). These letters are stored in the students' cumulative folders and copies are placed in the ENL teacher's office.
11. 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.

Parent letters are sent home informing parents of the NYSESLAT exam before it is given. The purpose of the NYSESLAT is explained to parents, and the ENL teacher and the testing coordinator administer the test. A careful check is taken to ensure that all students are tested. If a child is absent, he/she will be given the test on the following day. Long-term absences will be followed up with a phone call home to ensure attendance to take the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ELL Coordinator ensures that these letters are distributed by maintaining records that show copies of letters that were sent home, dates that they were sent home and agenda minutes.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
After a careful review of Parent Survey and Program Selection forms for the past three years, it was concluded that 100% of parents chose Freestanding ENL as their program choice.
Since there are not sufficient students to form a bilingual program, according to the above fact, a freestanding ENL program is the program offered at P.S. 121.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

The ENL program is a push-in program, and students are grouped by grade, and have mixed proficiency levels. Our integrated ENL is based on instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL.
 - b. TBE program. *If applicable.*

Paste response to questions here:
 - c. DL program. *If applicable.*

Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our beginning and emerging students receive at least 2 units or 360 minutes of study per week of ENL instruction. Our transitioning and expanding students receive at least 1 unit or 180 minutes per week of ENL instruction. For at least 2 school years following the school year in which students have achieved Commanding proficiency, our proficient students will receive:
At least ½ unit (90 mins.) per week of ENL/ELA or another content area, or other services that monitor and support the student's language development and academic progress.
3. Describe how core content is delivered in each program model. 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 our push-in ENL program, there are explicit language objectives in English with the appropriate/applicable ELL standards-based supports for comprehension in order to communicate a clear and explicit purpose for instruction. There is rigorous academic language used by teacher and students in English with the appropriate level of ELL scaffolds for comprehension that encourages evidence-based discussions and writing through specific, thought-provoking questions about common text or subject matters (including illustrations, charts, diagrams and audio/video). Instructional approaches include, but are not limited to building content knowledge,
exposure to the world through reading, and the implementation of scaffolding strategies for informational texts. These are key concepts that are in alignment with the Common Core Learning Standards. Native language support—such as using bilingual dictionaries, native language classroom libraries, technology enrichments in the native language, or the buddy system are used for the content area in our ENL program.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Our school will maintain accurate student records, and ensure that throughout the year, all students will be evaluated in their home languages as indicated on the HLQ, and maintained in school records.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Evaluations will be standards-aligned and will provide ELL students with opportunities to describe their reasoning, share explanations, justify conclusions, argue from evidence, and negotiate meaning from simple and complex texts. Students with developing levels of English proficiency will require evaluations that carefully support their understanding and use of emerging language.
6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Sife students are initially assessed by the NYSITELL tests, and upon completion of this entrance assessment, students are placed into their specific proficiency levels. The academic instructional plan for SIFE students includes teaching English language skills, utilizing easy to read literature, which contains an array of illustrations and large print words. This use of large print enables students to make a personal connection to the English language. In addition, the SIFE students are placed in an environment which utilizes alternative assessments, such as the students creating illustrations to depict picture to word associations. ELLs who have been in the country for less than 3 years will participate in small group, task-oriented learning situations that guide the production of the English language, both in the verbal and written forms. These students will be supported in the classroom with supplementary information, pictures, and vocabulary charts to help them.

For developing ELL students, the ELL teacher will focus on vocabulary and language development, guided interactions and teaching meaning-based context by modeling and graphic organizers.

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

We will continue to support our former ELL students for two years after exiting ELL status by providing them with academic folders that have content-area, differentiated learning aids and Common-Core learning tasks and tips.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

These students will be placed in an age-appropriate classroom and the educational process will not be interrupted.

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

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

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

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

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

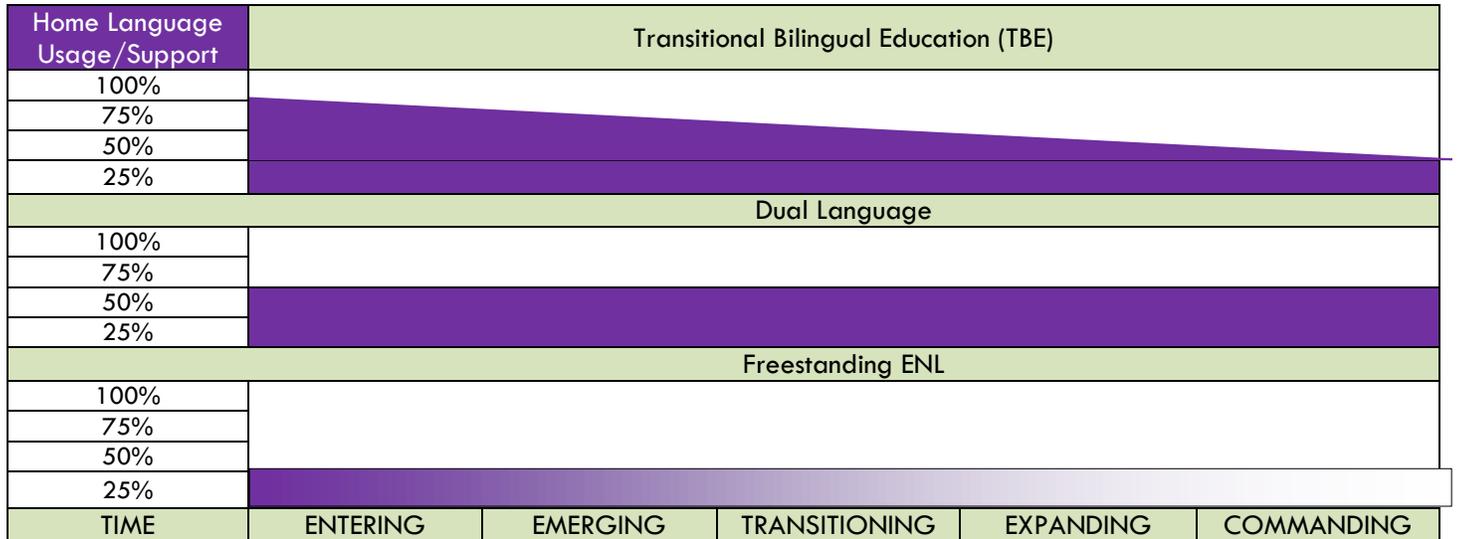


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
P.S.121 has an after school program for ELLs on Tuesdays and Wednesdays from 3:00 p.m. to 4:30 p.m. that starts in October of 2015. ELL students from grades 2-5 will be encouraged to enroll in this program. Instruction will be delivered in English and the teacher is a fully certified ELL teacher. She facilitates learning by providing specific, amplified instructional strategies to aid in the students' English language growth. There are scaffolding techniques that are used for academic instruction, including templates. Language learning topics are topics with which students are familiar, and the teacher usually models and demonstrates literacy skills. Math activities for students are also enabled by hands-on activities with manipulatives. Early phonics readers, big book readers, sight word readers, vocabulary cards, graphic organizers and computer language learning activities are used to support ELLs. Photo tiles are also a teaching tool that can enhance beginner language learning activities.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current AIS program is effective, as analysis of literacy, math assessments and standardized tests have shown that ELLs who have participated in this program during the last school year, have shown considerable improvements as far as higher scores on standardized assessments. ELL students who participate in these programs are able to use a broad repertoire of strategies to construct meaning from academic talk and complex texts.
12. What new programs or improvements will be considered for the upcoming school year?
P.S. 121 will continue to install and use Promethean boards as instructional aids and it is our goal for every student to be afforded the use of Ipads to learn through technology.
ELLs will be able to enhance their learning by keeping a learning log and researching for their non-fiction reading and writing. Many of our ELLs are not afforded the opportunities of using technology at home, so exposure to technology to enhance learning is a valuable learning experience.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are encouraged to participate in all programs through letters sent home or meetings with parents. ELL students are encouraged to attend the afternoon enrichment sessions, or the afterschool program. We also have dance, drama, basketball clubs and Student Council with which our ELL students are actively involved.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Our ELL students learn through exposure to interactions with technology, such as Promethean boards and Activotes. The classroom libraries and instructional materials are aligned with the school's Common Core curriculum and reflect the home language/s of our ELL students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In the ENL program model, native language support is used in the ENL program by the staff that speak the languages of our ELL students. Native language books are also available in our classroom and school library. Native language support is systematic and available in all classrooms, and is evident through the availability of native language glossaries, dictionaries and materials.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All services are provided for ELLs on all levels such as guidance, speech and SETTS.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
There is a packet that is sent home to newly enrolled ELL students before the beginning of the school year. This packet includes fun activities that incorporate language and learning, while offering suggestions for at-home homework help. These packets are sent home in translated versions. These packets are also given to new ELLs who register throughout the year.
19. What language electives are offered to ELLs?
Paste response to question here: n/a
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here: n/a

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

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

Professional development dates are monthly and are held on Mondays during the school's professional development sessions.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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

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

 - Workshops on key concepts in second language acquisition theory.
 - Workshops on best practices for teaching ELLs in the mainstream classroom. These best practices will be aligned with the Common Core State Standards.
 - Workshops on using technology to differentiate instruction.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The ENL teacher will work in conjunction with the school's administrative team to formulate an academic follow-up curriculum that will be distributed to those ELL students who will be transitioning to middle/high schools.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

A minimum of fifteen percent of the required professional development hours will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For English as a new language teachers, fifty percent of the required professional development hours will be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction. Agendas and attendance sheets are stored for review.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

There are bi-monthly parent meetings that are facilitated by the ELL teacher that provide information about the goals of the ELL program, language proficiency assessment results and student language development needs throughout all content areas. The ELL teacher maintains attendance records of parent meetings, which are followed up with phone calls to parents who are unable to attend. Convenient times are scheduled for parents.

Translation services for parents of ELL students, will be provided by "The Big Word" Translation Services. These services will be available, if the need arises, at scheduled parent meetings. There will also be translators for ongoing school and /or ELL parent workshops. In addition, there will be a translator for telephone translations in anticipated formal interactions or emergency situations. These will be provided by over-the-phone translation services.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

There is an open invitation for parents to visit the school and their child's classroom regularly. The school community invites parents to speak with their child's class about their native country, a hobby, or their job. Parents are encouraged to volunteer in the classroom, main office, lunchroom, or library; during events or field trips; or in a student club or after-school program.

Records are kept of all parent communication in the ELL office. There are dates and times of follow-up phone calls that are kept on record.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

We are currently partnering with Cornell University Cooperative Extension NYC to provide all parents, including ELL parents, information on healthy nutrition and simple ways to incorporate healthy eating into everyday practices. There are also trips to the Queens Library that teach ELL parents about the importance of using the library's resources.

5. How do you evaluate the needs of the parents?

Parent choices are reviewed on a periodic, ongoing basis, in order to provide them with options regarding their children's education, whereas their choices will be respected.

6. How do your parental involvement activities address the needs of the parents?

Many ELL parents come from cultures where the teachers are considered the experts, not the parents. As a result, parents may be reluctant to ask questions so as not to question the teacher's authority, or they may assume that the schools don't want them to "interfere" in their child's education. Involvement in the school community can alleviate these assumptions and encourage parents to ask questions and take an active role in their child's education.

D. Additional Information

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

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

School Name: **P.S. 121 Q**

School DBN: **28Q121**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mrs. Vadi	Principal		6/25/15
Mrs. Zovich	Assistant Principal		6/25/15
Mrs. Garrett	Parent Coordinator		6/25/15
Mrs. Green	ENL/Bilingual Teacher		6/25/15
Mrs. Sukhu	Parent		6/25/15
Mrs. Paradiso	Teacher/Subject Area		6/25/15
	Teacher/Subject Area		6/25/15
Mrs. Reznick	Coach		6/25/15
N/A	Coach		6/25/15
Mr. Flores	School Counselor		6/25/15
	Superintendent		6/25/15
	Borough Field Support Center Staff Member _____		6/25/15
	Other _____		6/25/15
	Other _____		6/25/15
	Other _____		6/25/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 28121 School Name: P.S. 121Q
Superintendent: Ms. Sarduy

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Written and oral language preference data is collected by reviewing the Adult Preferred Language Report forms and entered by the school staff into ATS. Student registration forms, Home Language Identification Surveys and Emergency Contact Cards are regularly generated and reviews are conducted of current ATS reports which include preferred languages for parents of our school community. Upon reviewing school surveys that were distributed to classroom teachers, parent coordinator and administrators, it was evident that school letters concerning after school programs, promotion in doubt, class placement, student progress, special education and the school programs were often not acknowledged, returned or signed by parents of ELL learners, who speak languages other than English. This lack of acknowledgement is due to these letters not being written in the native language, therefore leading the school community to provide translated versions of all pertinent school communication.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Parents' preferred languages for both written and oral communication are Spanish and Punjabi.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

P.S. 121 plans to provide parents with translated versions of pertinent school letters (such as parent-teacher announcements, after-school parent information, New York State testing dates and guidelines) and they will also be provided with translated versions of discipline guidebooks, report cards and student agenda handbooks. Upon registration and after filling out the Home Language Identification Surveys, the home languages will be determined, and after reviewing the RAPL report, the necessary documents will be translated and distributed to parents. This will be done in September, and throughout the year as new parents and students become part of our school community.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

There are scheduled Curriculum meetings, Parent Association meetings and Parent Teacher conferences. These meetings are held in September, March and May. There are monthly ELL parent orientation meetings, that focus on ELL parent orientation for new parents or parent development sessions. There are also phone calls made to parents from our School Based Support Team or guidance counselor.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Translation services for parents of ELL students, will be provided by "The Big Word" Translation Services. These services will be available, if the need arises, at Parent Orientation meetings, Parent Association meetings and Parent Teacher conferences. There will also be translators for ongoing school and /or ELL parent workshops. In addition, there needs to be a translator for telephone translations in anticipated formal interactions or emergency situations. These will be provided by over-the-phone translation services. If there needs to be a translator for the Spanish language, a member of the staff will

be able to orally translate. Written documents that need to be translated to Spanish can also be done by a member of our staff. All documents will be translated in a timely manner by adhering to specific dates on the ELL calendar.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretation services will be provided by " The Big Word" Translation Services which can provide on-site interpreters, for scheduled parent meetings. For anticipated informal interactions, telephone translators can be utilized. Oral and written Spanish language translators can be done by a member of our staff.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

An internal school letter will be distributed to school staff reminding them of their responsibilities of communication with LEP parents, and a detailed list of resources will be listed on this letter. The Info Card on Interpretation Services will be distributed to all members of the school staff. There will also be a copy of the Language Identification Guide that will be kept in the main office, and available for all staff members. An Info Card about Translation Services will be available for all staff members to access in the Main Office.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Our school will create an environment to which parents are aware of how to access language assistance services.

There will be multilingual welcome posters posted in a prominent location. Parents will have access to Language Access and

"I Speak" cards. All parents will be provided with -

- 1) A copy of the Parents' Bill of Rights

- 2) A copy of the Achieve NYC Guide
- 3) A copy of the Parent Guide to Language Access

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

A parent survey will be distributed on a bi-monthly basis to obtain feedback from parents about the quality and availability of the school's translation and interpretation services. These will be evaluated by the Language Access Coordinator and improvements or updates will be made if the need arises.