

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

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

Principal: **GLORIA MARTINEZ**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Throop School Number (DBN): 11x121
Grades Served: Pre K-5
School Address: 2750 Throop Avenue, Bronx N.Y. 10469
Phone Number: 718-654-2055 Fax: 718-519-2613
School Contact Person: Gloria Martinez Email Address: Gmartin9@schools.nyc.gov
Principal: Gloria Martinez
UFT Chapter Leader: Kaycee Thomas
Parents' Association President: Sanesha Blackwood Falconer
SLT Chairperson: Michael Acevedo
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Lakeita Barrett
Student Representative(s): N/A

District Information

District: 11 Superintendent: Meisha Ross-Porter
Superintendent's Office Address: 1250 Throop Avenue, Bronx N.Y. 10469
Superintendent's Email Address: mross@schools.nyc.gov
Phone Number: 718-519-2620 Fax: 917-678-6460

Borough Field Support Center (BFSC)

BFSC: District 11 Director: Jose Ruiz
Director's Office Address: 1230 Zerega Avenue
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-828-3113

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)
Gloria Martinez	*Principal or Designee	
Kaycee Thomas	*UFT Chapter Leader or Designee	
Sanesha Falconer	*PA/PTA President or Designated Co-President	
Maria Rodriguez	DC 37 Representative (staff), if applicable	
	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	
Michael Acevedo	Member/Teacher/Chairperson	
Heather Rowell	Member/ Teacher/Secretary	
Brianne Curley	Member/ Teacher	
Janet Sanchez	Member/ Teacher	
Sherene Chisolm	Member/ Parent	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	
Jaime Gonzalez	Member/ Parent	
	Member/	
Tanya Johnson	Member/ Parent	
Claudine Whyte	Member/Parent	
Tyria Askew	Member/Parent	

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.

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

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

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

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

School strengths, accomplishments, challenges

Strengths/Accomplishments

We continue to incorporate technology through the use of Ipads, smart boards and interactive computer programs. Teacher teams have become an invaluable support system that continues to improve. The majority of teams have developed systems for effective planning. We are incorporating more technology by the ongoing use of Dropbox files for teams to upload agendas, next steps, etc. We continue to incorporate educational computer software programs, math games and manipulatives to target diverse learning styles. In September 2015, we will launch the online system SKEDULA. This system will allow us to communicate and report ongoing student progress more effectively with parents.

Challenges:

As we adopt the Common Core Learning Standards, we are continually challenged to reflect on our teaching practices and refine and revise these processes to ensure we are working to cater specifically for all students needs in a rigorous learning environment. Being able to differentiate for every student, informed by assessment data is a pedagogical craft that must be continually refined and revised. According to our 2014-2015 Quality Review preliminary report, further development is needed in using data effectively to differentiate instruction in order to meet the needs of diverse learners. We will continue to work towards differentiating instruction to meet the needs of all learners.

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

Public School 121 is no longer designated as a Focus School. For the 2015-2016 school year, our status has been designated a school in "Good Standing." According to our 2014-2015 Quality Review preliminary report "teacher teams" was designated as an area of celebration. The caliber of teacher teamwork has improved significantly and has resulted in the implementation of more rigorous instructional practices.

11X121 School Information Sheet

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

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.

2014-2015 Quality Review:

- The 2014-2015 Quality Review Report indicated a need to focus more on developing instructional practices and curriculum to address the needs of diverse learners so that “all students produce meaningful work products.” (QR 1.2)
- The area of celebration was the ongoing work of our teacher teams and the continued emphasis on using data to improve student learning. (QR 4.2)

New York State English Language Arts and Math Assessment Data for Grades 3-5:

- The results of the 2015 New York State assessments in math and English language arts indicated a decrease in the number of students achieving proficiency levels 3 and 4.

The results of the 2015 New York State assessments in math and English language arts indicated a decrease in progress among our students in grades four and five.

P.S. 121 Needs Assessment:

- Need to continue to build teachers’ content and pedagogical knowledge of most effective strategies for catering to English Language Learners and Students with Disabilities in literacy and math instruction, including special education teachers and other providers (Rigorous Instruction/ Collaborative Teaching)
- Continue to incorporate and identify rigorous questioning using Webb’s Depth of Knowledge levels
- Develop and implement Common Core Learning Standards (CCLS), Balanced Literacy units, embedding rich and rigorous performance tasks and CCLS rubrics.
- Continue to revise and implement math units incorporating a focus on the Mathematical Practices and higher order thinking through various levels of problem solving including, exemplars’ tasks and the CCLS aligned units of work and performance tasks
- Coach teachers as per identified needs in various aspects of balanced mathematics/literacy instruction, using assessment to inform teaching and learning
- Conduct more ‘Looking at Student Work’ sessions with teachers to: analyze student work and align to Common Core Learning Standards, identifying gaps in curriculum content and teaching practice, analyzing student work of rich performance tasks and develop consistency of judgments utilizing CCLS aligned rubrics

P.S. 121 Strengths:

- Ongoing teacher team meetings to revise and maintain English Language Arts and math pacing calendars aligned to the CCLS aligned units of work and performance tasks.
- Teacher team collaboration with coaches and consultants to produce and revise units of study in both literacy and math.
- Ongoing professional development to address the needs of individual teachers. Consultants push into classes for the purpose of modeling best practices, coaching individual teachers, and providing immediate feedback.
- Individual sessions with teachers and consultants to analyze ongoing data to provide targeted instruction and flexible grouping.

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, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of K-5 teachers (including Special Education Support Services teachers) will revise, refine, implement and evaluate the “Understanding by Design” units of work, lesson plans and assessments in literacy and mathematics to ensure specific and explicit alignment to Common Core Learning Standards as well as to increase levels of cognitive rigor, higher order thinking skills and differentiation with learning and assessment tasks. As a result there will be a 5% increase of students meeting proficiency levels on the English Language Arts and Math New York State exams.

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, Students in Temporary Housing). ● 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) <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>
<p><u>Literacy/Mathematics Curriculum</u></p> <ul style="list-style-type: none"> ● Implement Common Core Learning Standards (CCLS)aligned Literacy/Mathematics curriculum, embedded in Balanced 	<p>Classroom Teachers, Special Education Teachers, Math</p>	<p>9/ 9 /15-6/ 28 /16</p>	<p>Principal Assistant Principals Literacy Consultants Math Coach</p>

<p>Literacy and Mathematics practices- with a focus on “questioning and discussion techniques”(Instructional Focus for 2015/2016)</p> <ul style="list-style-type: none"> ● Teachers utilize assessment information to inform daily intervention through Balanced Literacy/Mathematics components e.g. tiered lessons in Mathematics/Guided Math/ Guided Reading groups/Shared Text focus/ ● Rigorous Balanced Literacy Components evident in each classroom: Guided Reading, Shared Reading, Read-Alouds, Independent Reading, Close Reading ● Rigorous Balanced Mathematics instruction evident in every classroom: Tiered differentiated workshop model lessons, Guided Math using assessment to inform groupings of students and appropriate activities, CCLS aligned problem solving, Cognitively Guided Instruction, Number Talks ● Time scheduled with Literacy Consultants and Math Consultant for developing clear plans for next steps within Balanced Literacy/Math components, utilization of data during conferencing, planning units of work and accounting for all students’ writing needs through differentiated activities ● Teachers work in grade level teams to adjust units of study to align to Balanced Literacy/Balanced Mathematics ● Small group strategy/Guided Reading/Guided Math lessons utilize data to meet specific instructional needs of students 	<p>Academic Intervention Services Teacher</p>		
<p><u>Assessment</u></p> <p><u>Literacy/Mathematics</u></p> <ul style="list-style-type: none"> ● Revise Whole School Assessment Frameworks in Literacy and Mathematics embedding revised, rigorous tasks and rubrics aligned and embed Response to Intervention assessment types- Universal Screening and Progress Monitoring ● Teacher Teams to check for rigor of all assessment tasks using Webb’s Depth of Knowledge ● Embed these refined assessments in the new Common Core Learning Standards aligned units of study ● Looking at Student Work Inquiry sessions with protocols ● Develop and establish Local and State Measures with Measures of Student Learning (MOSL)Teacher Team ● Monitor implementation of MOSL assessments 	<p>All teachers</p>	<p>9/ 9 /15-6/ 28 /16</p>	<p>Principal</p> <p>Assistant Principals</p> <p>Literacy Consultants</p> <p>Math Consultant</p> <p>Math Coach</p> <p>Data Specialist</p>

<ul style="list-style-type: none"> Facilitate collaborative scoring of MOSL assessments to calibrate professional judgments 			
<p>B) Mathematics</p> <ul style="list-style-type: none"> Math consultant-collaboratively develop, implement and monitor data informed action plans for K-5 Math consultancy to ensure alignment to annual school goals and Measures of Teacher Practice data and focus on data-informed effective teaching and learning of Mathematics Professional Learning sessions focused on Inquiry Work to address needs of Students with Disabilities and ELL students, involving analysis of data, development and implementation of Math intervention plans to meet the needs of all learners Continue to revise “PS121’s Math Handbook of Effective Teaching and Learning in Mathematics” to clarify high expectations Introduce and embed K-5 CCLS aligned Cognitively Guided Instruction (CGI) story problems twice week with a focus on CCLS Math Practice of “Modeling with Mathematics”, to build deep understanding, fluency and coherency with reading, understanding, solving and representing all varieties of word problems Refine Number Talks further with a focus on modeling and representation of students’ strategies and questioning and discussion techniques i.e. Talk Moves to build student engagement and participation Collaborate with Math Consultant to develop PS121’s Family Math Newsletter four times a year Investigate parent engagement Tuesday afternoon opportunities together with a focus on practical, hands-on family friendly math activities to support students’ learning of math at home and build parents’ knowledge of CCLS Mathematics content 	All teachers	9/ 9 /15-6/28 /16	Principal Assistant Principal Data Specialist Math Consultant Math Coach
<p>C) Literacy</p> <ul style="list-style-type: none"> Professional learning sessions with each K-5 grade level teacher team to revise, refine, implement and evaluate the “Understanding by Design” units of work, lesson plans and assessments in Literacy to ensure specific and explicit alignment to CCLS as well as to increase levels of cognitive rigor, higher order thinking skills and differentiation with learning and assessment tasks Looking at Student Work sessions to further refine units of work 	All teachers	9/ 9 /15-6/28 /16	Principal Assistant Principals Data Specialist Literacy Consultant

<ul style="list-style-type: none"> • Analysis of data to inform next steps in instruction. • Teacher teams analyzing strengths, weaknesses, and trends to differentiate instruction 			
D) Social Studies/Science <ul style="list-style-type: none"> • K-5 grade level teacher teams to continue to revise, refine and evaluate the social studies and/or science based integrated units of study to ensure multiple entry points for learning to meet the varied needs, as well as ensuring alignment to the Universal Design for Learning model (UDL) and Common Core Learning Standards 	Classroom Teachers Cluster Teachers	9/9/15 - 6/28/15	Principal Assistant Principals Data Specialist Literacy Consultant Math Consultant Math Coach
E) Technology/Digital Media <ul style="list-style-type: none"> • Professional Learning sessions with technology teacher e.g. Measures of Student Learning (MOSL,) morning and after-school workshops, training on ATLAS to support curriculum planning • Use of Dropbox collaborative files (pacing calendars, lesson plans, agendas, minutes, etc.) • Using SKEDULA for assessment data and progress reports • Class websites for uploading homework, calendars, class highlights, parent letters etc. • ST Math computer program; MYON Reader online leveled library; Imagine Learning for English Language Learners; IXL computer program 	Classroom Teachers Cluster Teachers	9/9/15 - 6/28/15	Principal Assistant Principals Data Specialist Literacy Consultant Math Consultant Math Coach

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.											
<u>Human Resources</u> : Literacy Consultants, Math Consultant, Data Specialist/Technology Teacher, Academic Intervention Service Math Teacher											
<u>Instructional Resources</u> : PS 121’s Common Core Learning Standards aligned curriculum and assessment documents, PS 121’s Math Teaching and Learning Handbook,											
<u>Schedule Adjustments</u> : Professional Learning scheduled for Math and Literacy consultancies, Common planning time											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I 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.

Mathematics: Mid-point check-in with consultant as to achievement of action plan components; formal and informal observations to ascertain progress using the Teacher Level Measures of Teacher Practice Report. Time frame: February 2016

Literacy: Mid-point check-in with consultants as to achievement of action plan components, Formal and informal observations to ascertain progress using Teacher Level Measures of Teacher Practice Report. Time frame: February 2016

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

- 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.

2014-2015 Quality Review

- In the final Quality Review Report we were given a rating of “proficient” for QR indicator 3.4. We continually communicate high expectations for all members of our school community.

Needs Assessment /Analysis

The New York City School Survey 2014-2015 Report indicated the following percentage of positive responses:

For **Strong Family-Community Ties** the percentage of positive responses was 80%, below the citywide satisfaction score for elementary schools of 85%

For **Trust** the percentage of positive responses was 85%, being below the citywide satisfaction score for elementary schools of 91%

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

Summary of strengths and needs

- According to a recent attendance report, our attendance has improved from 91.78% in 2013-2014 to 93.43% for 2014-2015
 - Data indicates need to analyze the School Culture and Systems for Improvement scores more fully to ascertain needs of parents and teachers (Supportive Environment)
 - Our analysis of data revealed that we needed to increase teachers and parents shared understandings of effective proactive and positive behavior management techniques, to develop “positive proactive classrooms” in every classroom in our school (Supportive Environment, Collaborative Teachers)
 - Need to build student leadership forums (Supportive Environment, Collaborative Teachers).

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—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of staff will be involved in reviewing, refining and implementing a re-development of X121’s Whole School Behavior Management Plan, including pro-active social/emotional development and conflict resolution processes and strategies firstly within the classroom environment. As a result, the percentage of positive responses for the Collaborative Teachers category in the New York City School Survey will increase by 5%.

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 Supportive Environment 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>
<ul style="list-style-type: none"> • Review and refine PS 121’s Whole School Behavior Management consistent school-wide positive behavior management strategies, focused on each classroom as well as for outside-classroom behaviors- Responsive Classroom practices • Ongoing Professional Learning on <u>PBIS</u> techniques for each classroom/cluster teacher/ paraprofessional (see Professional Learning Plan) • Follow-Up with implementation school-wide through actionable feedback during informal and formal observations • Develop school-wide consistent Behavior Improvement Plan template • Continue to refine, revise and monitor behavior management practices to ensure common shared understanding and practices 	<p>Classroom Teachers, Cluster Teachers, Paras</p>	<p>9/9/15-6/28 /16</p>	<p>Principal Assistant Principals PPC Team</p>
<ul style="list-style-type: none"> • Communication with parents- expectations- parents’ roles and responsibilities, model class meeting at first parent teacher conference 	<p>PPC Team Parents Students</p>	<p>9/ 9 /15-6/28 /16</p>	<p>Principal Assistant Principals</p>

<ul style="list-style-type: none"> Professional learning sessions- Sept/Oct for team to develop draft of Whole School Behavior Management Plan. Refine/edit and teacher team to present to whole staff on Election Day- Nov 2016 for whole school decision-making and consensus Establish student leader forum 			

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.											
<u>Human Resources</u> : PPC, classroom teachers, cluster teachers, coaches, Principal and Assistant Principal											
<u>Instructional resources</u> : PBIS texts, sample Behavior Management Plans based on Citywide Discipline Code and rights, rules and responsibilities model											
<u>Schedule adjustments</u> - Professional learning sessions for behavior management organized, allocation of professional learning time for teachers, paraprofessionals, cluster teachers											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I 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.
<u>February 2016</u> - mid- point check-in with team indicating progress in refinement and development of behavior management and establishment of positive classroom environments as measured by an increase in the number of teachers rated effective or highly effective for the Danielson Framework components 2A (Creating an Environment of Respect and Rapport) and 2d (Managing Student Behavior)
<u>February 2016</u> - mid-year staff survey to ascertain progress and ongoing needs
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

- 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.

Summary of Strengths and Needs

- Data indicates need to continue to focus on differentiation, particularly for English language learners (ELLs), students with disabilities (SWD) and Lowest Performing sub groups. (Rigorous Instruction, Collaborative Teaching)
- Using our 2014- 2015 instructional focus of “Questioning and Discussion Techniques” as a vehicle to meet all students’ needs (Rigorous Instruction, Collaborative Teaching)
- The use of teacher teams (grade level and vertical) to build shared understandings of effective differentiation across content areas and build teachers’ content and pedagogical knowledge (Rigorous Instruction, Collaborative Teaching)

Part 2 – Annual Goal

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.

By June 2016, 100% of teachers will receive actionable feedback through frequent cycles of formal and informal classroom observations based on a research-based Teacher Effectiveness framework (Danielson) and analysis and alignment of this data will inform appropriate professional learning, focused on improving student achievement. As a result, 75% of teachers will show improvement as measured in an increase in the number of Danielson Framework Measures of Teacher Practice HEDI points.

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 teacher-parent collaborations to improve student achievement. 	<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>
<ul style="list-style-type: none"> • Professional Learning Plan to detail all professional learning aligned to each of goals • Monday professional learning of teacher teams focused on data based Inquiry sessions, using data to drive more specific and targeted intervention daily. These cycles will be determined by teachers’ analysis of data in Literacy and Math to build efficacy and teacher empowerment in decision-making in professional learning. • Focusing on our Theory of Action as a driving force behind school wide improvement initiatives. P.S. 121 Theory of Action: If we develop the instructional expertise and content knowledge of our teachers, build collaborative teacher teams, address diverse learning styles through rigorous and engaging tasks, and monitor student progress through multiple evaluative formats, then students will show progress towards mastering the Common Core Learning Standards in all academic areas. • Work in grade level teams to build understanding of: <ul style="list-style-type: none"> - using literacy data to inform next steps in targeted and effective literacy instruction to best meet the specific needs of all students -using math data to inform next steps in targeted and effective math instruction to best meet the specific needs of all students • Professional learning with external consultancies focused on building teachers’ content knowledge and crafting effective pedagogy to meet the needs of ALL learners, particularly ELL’s and SWD’s. These cycles will incorporate and embed PS 121’s instructional focus of “Questioning and Discussion”, aligned to Danielson’s component 3d on the Teaching Effectiveness Framework • Continue professional development support for Special Education teachers (Integrated Co-Teaching Teams, paraprofessionals, and support providers) in order to strengthen 	<p>All Teachers Grade Teams</p>	<p>9/ 9 /15-6/ 28 /16</p>	<p>P.S. 121 Professional Learning Team</p> <p>Principal</p> <p>Assistant Principal</p> <p>Math Coach</p> <p>Literacy Consultants</p> <p>Math Consultant</p>

<p>instruction and improve outcomes for Students With Disabilities (SWD's)</p> <ul style="list-style-type: none"> • Develop schedule for formal and informal observations with teachers including timely actionable feedback • Ensure this feedback reflects teachers' individual goals aligned to Literacy and Math consultants' action plans and goals 			
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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><u>Human Resources</u> : Literacy Consultants, Math Coach, Math Consultant, Technology Teacher</p>											
<p><u>Instructional Resources</u> : PS 121 CCLS aligned curriculum and assessment documents, PS 121 Math Teaching and Learning Handbook, Rubrics from Danielson’s Teaching Effectiveness Framework, NYCDOE Professional Learning Handbook, Power of Teacher Teams (Bowles & Troen), K-2 Math Stations (Debbie Diller), Van De Walle’s Math text</p>											
<p><u>Schedule adjustments</u> : Labsites for professional learning scheduled for Math and Literacy</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	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

<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><u>Mathematics:</u> Mid-point check-in with consultant as to achievement of action plan components; formal and informal observations to ascertain progress by an increase in the number of teachers rated effective or highly effective for the Danielson Framework components 1A (Demonstrating Knowledge of Content and Pedagogy) and 1E (Designing Coherent Instruction). Timeframe: February 2016</p>
<p><u>Literacy:</u> Mid-point check-in with consultant as to achievement of action plan components; formal and informal observations to ascertain progress by an increase in the number of teachers rated effective or highly effective for the Danielson Framework components 1A (Demonstrating Knowledge of Content and Pedagogy) and 1E (Designing Coherent Instruction). Timeframe: February 2016</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

- 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.

Needs Assessment & Analysis

The New York City School Survey : There is an ongoing need for further involvement and awareness of strategic decision-making with teacher leaders. Teacher leadership has been a developing focus at PS 121 and there is a need to refine these processes further to maximize teacher involvement and efficacy.

Summary of School’s Strengths and Needs

The organization and work of teacher teams. This has resulted in the implementation of more rigorous instructional practices.

- Continue to build school culture through collaborative decision-making and empowering further teacher leadership (Effective School Leadership)
- Continue to document phases of building teacher leadership at PS 121 with teachers (Effective School Leadership)
- Empower teacher team to lead other teachers in monitoring of Comprehensive Education Plan/Strategic Plan and development of 2015/2016 plan (Effective School Leadership)

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–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-2016 school year, the school leader will continue to build distributive and collaborative leadership structures involving teachers, students, coaches and administrators. As a result, the percentage of positive responses for Effective School Leadership on the New York City **School Survey** will improve by 10%.

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) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Continue to refine processes of teacher leadership within Professional Development Team- clarify roles and responsibilities, document teacher leadership processes in strategic planning/decision-making, moving to Phase 2 of Strategic Planning Processes led by vertical teacher team 	Professional Learning Team	9/9/15-6/28/16	Professional Learning Team Principal Assistant Principals
<ul style="list-style-type: none"> • Grade Level Teacher Teams- every team to establish norms for working together collaboratively on Monday and Tuesday professional learning time, monitoring professional learning cycles and adjusting/adapting as needed <p>Teachers attending workshops in order to "turn key" the information to the staff</p>	Grade Level Teacher Teams teachers	9/9/15-6/28/16	Principal Assistant Principals
<ul style="list-style-type: none"> • PPC team to develop whole school proactive plan, embedding positive classroom practices and empowering teacher leadership in strategic decision making 	PPC Team	9/9/15-6/28/16	Principal Assistant Principals

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.											
<u>Human resources</u> : Professional Learning Team/ Grade level teacher teams/ PPC Team											
<u>Instructional Resources</u> : Professional Learning Handbook, setting norms and protocols for Inquiry work information, PBIS texts											
<u>Schedule adjustments</u> : Organize Behavior Management Meetings- venue/facilitation etc											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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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.

Professional Development Team - Monitor the effectiveness professional development provided by teachers through survey Time Frame: February 2016

Professional Development Team - check-in as to progress of Comprehensive Education Plan/Strategic Plan using school improvement rubric Time Frame: February 2016

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.

Needs Assessment/Analysis

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

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

Strengths:

- We have continued to improve our methods for communicating with parents. We currently created a P.S. 121 App. In addition to our school and class websites, newsletters, parent letters, the school App is another effective way for parents to get information. In the September 2015, we will launch Skedula.
 - Our partnership with the organization, Music for Many, has provided many opportunities for parents to attend a variety of student performances across grades. The performances included theatre, vocal music, and dance.
 - We recently began a partnership with the organization, Learning Through an Expanded Art Program (LEAP). The organization provides various programs that combine content area subjects with the arts.

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.

During the 2015-2016 school year, there will be increased opportunities for parent engagement within the school so that parents and families feel welcomed and encouraged to engage with the school and support student achievement. As a result, the school’s positive responses rating for Strong Family-Community Ties on the New York City **School Survey** will improve by 5%.

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>
<ul style="list-style-type: none"> • Multi-layered Parent workshops (linked to annual goals) Use of PupilPath App to access student scores, Technology -ST Math “Jiji”, iXL, Reading A-Z, MyOn Reader, every month PTA meetings with principal and PTA recap, new Positive Behavior Management, English Language Arts Parent workshop, Math Parent workshop • Curriculum night- all teachers sharing best practices , goals and expectations • Partnership with Learning Leaders and The Leadership Program to provide workshops for parents. • Class web sites will be strengthened so that parents can access it more freely for educational resources (see Rigorous Instruction- Literacy/ Media /Technology section) • CCLS Family Math Newsletter- quarterly • Parent Coordinator/Curriculum Teams/Classroom Visits/ /Parent Appreciation Day breakfast • Curriculum night- all teachers sharing best practices , goals and expectations • <u>College & Career Readiness</u> : Career Day- parents and community members share their careers through discussion • Technology teacher to lead the ongoing updating of the PS 121 website to ensure greater communication with parents electronically, incorporating variety of multi-media tools 	<p>P.S. 121 Parents</p> <p>Community Members</p>	<p>9/ 9 /15-6/ 28 /16</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Parent Coordinator</p> <p>Grade Level Teacher Teams</p> <p>School Leadership Team</p> <p>Data Specialist/Technology Cluster</p>

<ul style="list-style-type: none"> • Class webpages for every class, maintained and regularly updated with current curriculum focus, homework, class celebratory activities, parent invitations etc. • Parents involved decision-making processes with students with IEP's: programming adaptations, IEP goals and achievements, and involved in planning next steps • Close liaison with parents to monitor each student's progress • Meetings with every parent of child with IEP, by October 2015 • Ongoing progress monitoring meetings throughout the school year 			

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.											
<u>Human Resources</u> : Parent Coordinator, parent volunteers, Learning Leaders, Community Resources,											
<u>Instructional Resources</u> : Technology cluster/Data Specialist with parent coordinator regarding website,											
<u>Schedule Adjustments</u> : Close liaison with parent coordinator to organize schedule of workshops, breakfasts, - organization of all other breakfasts/meetings/curriculum teas/class celebrations on school-wide calendar for transparent communication											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	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.
February 2016: School Leadership Team- Mid Year survey with parents to check on progress and needs which will include New York City School Survey items: Strong Family-Community Ties, Supportive Environment, and Effective School Leadership.
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)	Baseline assessments, in writing, benchmark assessments in reading, ELA units of study diagnostics, summatives, formative assessments, teacher observations	Guided reading and writing, individual conferences during intervention time, after-school test preparation program, Fountas and Pinnell intervention program	Small group instruction/individual conferencing when needed	During the school day and after school test preparation program
Mathematics	Math culminating tasks, exemplars, teacher observations	Interactive math games, manipulative, number talks, Cognitively Guided Instruction .	Small group instruction, guided math, individual conferencing based on need	During the school day and after school in a test preparation program
Science	Integrated ELA/Science units of study diagnostics, summatives, formative assessments, teacher observations	Hands on work to reinforce the unit, FOSS investigations	Small group instruction	During the school day
Social Studies	ELA/Social studies units of study diagnostics, summatives, formative assessments, teacher observations	Instruction is embedded into units of study to provide a framework for instruction	Work is tiered based on ability and need. Instruction is small group, integrated reading writing workshop using: leveled informational books, big books, close reading, guided reading	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PPC team, teacher recommendations, parent request, IEP evaluations	Counseling, behavior management strategies	Individual/small group	During the school day

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

2b. High Quality and Ongoing Professional Development

Describe the 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).
<ul style="list-style-type: none"> • Professional Learning Team- development of plan and schedule • Math coach- in-classroom coaching: using a "gradual release of responsibility" model • External Literacy Consultants- K-2 & 3-5 – cycles of professional learning within instructional focus • External Math Consultant K-5— cycles of professional learning within instructional focus • Push-in coaching, modeling, co-teaching with individual teachers

- Lunch ‘n Learn sessions- teachers are invited to voluntarily share lunch and build their content knowledge in Mathematics. To date this year, we have held sessions concerning Addition strategies, Multiplication strategies, Division strategies
- Specific professional learning sessions with new teachers or teachers new to the grade to build content knowledge
- Grade level Teacher Team sessions- focused on revising units of work, planning more rigorous tiered, differentiated lessons, Looking at Student Work sessions to analyze students’ work, strengths and weaknesses trends to provide differentiated instruction, calibrate scoring using Common Core Learning Standards rubrics and scoring guides, developing plans for next steps for students with intervention
- Classroom inter-visitations to share best practices across grades
- Voluntary teacher videoing of best practices to share with teachers across grades

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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	585,130	x	Section 5, 6, 7
Title II, Part A	Federal	198,862.00	X	Section 5
Title III, Part A	Federal	11,200.00	X	Section 5, 6
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,498,535.00	X	Section 5, 6

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

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S.121**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S.121** will support parents and families of Title I students by:

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

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

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

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

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

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

School-Parent Compact (SPC)

P.S.121, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic

achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 11	Borough Bronx	School Number 121
School Name The Throop School		

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. Gloria Martinez	Assistant Principal Ms. Yehonela Ortiz
Coach Ms. Nina Mesopotanese	Coach type here
ENL (English as a New Language)/Bilingual Teacher Ms. Dominique Massaro	School Counselor Ms. Rhona Lebowitz
Teacher/Subject Area Ms. Claudine Mazzarona/IEP	Parent Dorita Gongorra
Teacher/Subject Area type here	Parent Coordinator Ms. Romona Brunson
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

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	2	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]		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	0	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)	920	Total number of ELLs	57	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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" 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	57	Newcomers (ELLs receiving service 0-3 years)	56	ELL Students with Disabilities	7
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	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	56	0	6	1	0	1				0
DL										0
ENL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**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: _____
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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	4	2	3	5	6	3								0
Chinese														0
Russian														0
Bengali	1		1	1										0
Urdu	2	3	3	5		3								0
Arabic	3	2	2		2									0
Haitian														0
French														0
Korean														0
Punjabi	1													0
Polish														0
Albanian														0
Other	1		1		1	2								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)	6	4	1	4	4	1								0
Emerging (Low Intermediate)	2	1	2	1	2	5								0
Transitioning (High Intermediate)	1		4	2		2								0
Expanding (Advanced)	3	2	3	4	3									0
Commanding (Proficient)														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						1								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		1	2	2	1									0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6				0
4	6				0
5	4	1			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	4	1	3						0
4	6								0
5	3	2	1						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	2		3		1				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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.

Assessment tools are as follows:
 *ECAM *ECLAS(writing assessment) *Inquiry Study
 *Math Units of Study (culminating tasks) *Writing diagnostic & summative * Predictive ELA and Math Assessments(3-5)
 *Guide Posts(Kindergarten) *Fountas & Pinnell

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

Overall through the NYSESLAT and other state tests we have seen progress of all our children inclusive of ELL students. Annually most children have advanced in the levels (scores) with at least 1-4% of children reaching their level of proficiency in the NYSESLAT each year. Using the data from the NYSESLAT we continue to plan lessons focusing on the specific needs of each child incorporating Listening, Speaking, Reading and Writing, to further reinforce and review the necessary skills needed so they may reach a proficient level in all subject areas. Through this data we do see that children are reaching proficiency faster in the areas of Listening and Speaking. In the areas of Reading and Writing there has been advancement at a more gradual pace. According to the data of the NYSITELL we see the need for the Entering and Emerging levels to build vocabulary and phonics skills. As well as oral language development. Transitioning and Expanding Levels work in these areas along with building stamina, fluency and comprehension. As children advance through grades they are performing better in their reading. The data pattern does reveal a very minimal progression in writing, in order to progress our children's writing skills we will be incorporating short responses 3-4 x a week and create student friendly rubrics across content areas.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Using the AMAO tool we measure our ELL learners progress toward the goal of reaching English Language proficiency. Using the data we do see that we have an -8.41% difference in our targeted goal of 16.30% for this upcoming 2015-2016 school year. This will be a collaborative effort when planning lessons incorporating stronger literacy based instruction including more guided reading and math, an emphasis on vocabulary, writing responses and prompts. Our goal is to increase this difference by at least 3 to 5% this school year and every year thereafter closing this achievement gap. We also want to reduce the number of children who are scoring at Advanced/Expanding levels for multiple years and have them achieve English proficiency within 1-2 years of reaching the Advanced/Expanding Level.

4. For each program, answer the following:

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

Our ELL students continue to make progress on the NYSESLAT exam. The State Math and Science tests are ordered in the child's native language when necessary and are used either solely or as an aid to the child when and if he/she needs a better understanding or reference. The scores of the ELA and State Math Test show our ELL children making slow but steady gains. The State Science test is showing our ELL students making nice progress scoring high 2 or 3. We will continue to work in collaboration with the ELL Teacher(Ms.Massaro), Classroom and Cluster Teachers to continually support our ELL children. We will plan lessons that differentiate and scaffold instruction as necessary across the grades to further improve the child's needs and performance. Reading and Math Coaches
ESL Teacher(Ms.Massaro), Classroom Teachers and administration will work collaboratively to plan effectively. These meetings take place weekly. Most of our ELL children take the state Math and Science tests in English. The language used for instruction at PS 121 is English. Native Language is supported through Native Language/English dictionaries, charts, pictures and leveled libraries(Arabic, Urdu and Spansih) accompanied by a pen/microphone that reads in both native language and English. When necessary State Tests are ordered in their native language.

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]

After determining that a child is an ELL student through the informal interview and HLIS survey these children are then administered the NYSITELL exam to determine their English language proficiency. All ELLs receive linguistic support as part of their core instructional program in Tier I. Students are taught grade level content according to the Common Core Standards. The ESL Teacher pushes into each grade that houses the ELL learners. The ESL teacher works in collaboration with the classroom teacher planning rigorous, tiered and differentiated lessons to meet the needs of the learners. Children are monitored and assessed to see if they are making the appropriate strides and achievements necessary. (Pearson assessment, classroom observations, running records, diagnostic assessment, teacher observation,culminating tasks) Those children who are displaying difficulty with specific content or skills and are not yet meeting standards are placed in Tier II instruction. Lessons/Activities are planned, tiered and differentiated to meet specific skills to reinforce the standard based curriculum. Extra attention is given to these children in smaller group settings working on specific needs based instruction in conjunction with core instruction. This remediation is done usually within a 6 to 8 week period and progress is constantly monitored through observational notes of the classroom and ESL teachers, informal and formal assessments and diagnostics. If after this time expected gains are still not meet the ELL child is then placed in Tier III where intense and individualized instruction is planned for the specific needs of the child in small group and 1:1 (pull out) or within the classroom(push in).These children are closely monitored and assessed. If a student is still displaying difficulties and challenges over a substantial amount of time the School Based Support Team will then start the process to conduct a comprehensive and multidisciplinary evaluation to help determine the possibility of special education services.

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

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

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the 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?

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

We evaluate the success of our ELL program through our meetings where we discuss our ELL childrens Annual Yearly Progressions. These progressions are based on: Test Scores such as the NYSESLAT, NYS Math and ELA. As well as, Teacher observation, informal and interim assessments, Fountas and Pinnel running records and assessments, Inquiry Study, culminating tasks, diagnostic and summative reports. Teachers analyze data in teacher teams and use data to inform further instructional plans. Out of 42 children tested last year, 2 scored at the Commanding Level and 15 children advanced to the Expanding Level .

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.

At registration each parent is presented with the Home Language Identification Survey (HLIS). A certified and licensed ESL teacher, the pupil personnel secretary and a translator (Spanish Speaking) are present to administer the survey and conduct an informal interview with the parent or guardian and child. If a language other than English is indicated the ESL teacher then determines whether the child is eligible for the NYSITELL exam. According to the number of questions, where another language has been identified other than English, the child will then be administered the NYSITELL exam. The NYSITELL exam will be given within the first 10 days of the child’s registration date to ensure the child’s proper placement and mandated time. The test will be scored and the child will start to receive the mandated minutes depending on the level (Entering, Emerging 360 minutes Transitioning and Expanding 180 minutes) If a child falls below the cut score and their first language is Spanish they are then administered the Spanish LAB to determine their proficiency in their native language. The Spanish LAB is administered by our Spanish speaking pedagogues. The proper testing modifications are followed as well. This test is then hand scored to determine placement and language proficiency. The child is then placed accordingly as a result of the score . These children are serviced by a fully licensed and certified ESL teacher (Ms. Massaro) working in collaboration with the Classroom Teachers who are trained and use ESL strategies, methodology and practices. Annually all ELL children are given the NYSESLAT, by the Testing Coordinator and IEP teacher adhering to the proper testing modifications needed. The ATS report used is RLER to determine NYSESLAT eligibility. The results of the NYSESLAT provide data to help track each child’s progress/needs in the four modalities of Listening, Speaking, Reading and Writing. Using these results children are placed accordingly for the next school year. Every fall parents are notified, through letters in their native language when needed, their child’s level and placement. The needs/strengths of each child are evaluated and planned for by the ESL teacher in conjunction with the classroom and cluster teachers using a differentiated approach to help meet their individual needs.

2. 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).

Currently we do not have any SIFE children however the plan in place is as follows: If in the case, we will examine attendance records to see if a child started in a NYC Public School, returned to their native country and returned back into the NYC school system. This would possibly indicate an interruption in their formal education. PS 121 will make an initial SIFE determination within 30 days of the child’s enrollment by doing the following:

- Administer the oral interview questionnaire. For children who have a home language of Arabic, Bengali, Chinese, Haitian Creole or Spanish they will be administered the LENS evaluation
- Prioritize students’ needs. The students will be in a mainstream class served by the ESL teacher on a push in/pull-out basis. They will receive additional interventions from the reading and math coaches. Guidance will also be made available when necessary.

The initial SIFE status will be identified in ATS(BNDC)

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 LPT team consists of:

- Gloria Martinez: Principal
- Yehonela Ortiz: Assistant Principal

- Melissa Gonzalez: Assistant Principal
- Dominique Massaro: ESL Teacher
- Rhona Lebowitz: Guidance Counselor
- Claudine Mazzorana: IEP Teacher

The LPT team meets to collaborate and discuss newly enrolled ELL students with IEPs by reviewing the IEP. This takes place within 20 days of the student's enrollment to our school. The team determines the student's special education services and the language in which the services are provided that are mandated on the IEP. ELL students with disabilities will also receive both accommodations for students with disabilities as mandated in the IEP and ELLs accommodations. Testing modifications and accommodations as mandated in the student's IEP apply to state and local assessments and NYSESLAT. ELL students with disabilities receive the required level of ELL services and the special education services mandated on the IEP. After the team meets to review the current IEP, the parent is informed. LPT team will meet to discuss the outcome of the meeting with the parent. A translator is provided when needed. (Spanish speaking staff are in house and when needed through the Translation and Interpretation Unit a translator of the preferred language will be provided)

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.

After the child has been administered the NYSITELL and status is determined, our process for the distribution of entitlement letters/non entitlement letters are through 1-1 meetings, small group meetings, via child's bookbag (after phone call is made) and mail (within 5 school days). At these meetings entitlement letters, parent survey and program selection forms are presented to the parents by Ms. Massaro. Folders are made available housing all the necessary forms in the native languages needed. We encourage all parents to fill out these forms at the present time where we can discuss the importance of the forms and any problems/concerns they may have. Ms. Brunson, our parent coordinator, also is part of these meetings to help to inform and address the needs of the ELL parents. These important documents are discussed with the parents to ensure they understand their program choices as well as, the services their child is or isn't entitled to and why. These documents are collected, copied and will be stored in the ESL room. The original parent choice form is placed in the child's Cumulative folder.

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).

New to this school year (2015-2016) Parents will be informed of their right to appeal their child's ELL status. At our ELL Informational Conference and one to one meetings, which takes place at the beginning of the school year, all parents will be informed using literature (translated in native language and English), translators (when needed) and discussions that they have the right to request the Re-Identification of ELL Status if they feel their child has been misidentified. For those Parents not in attendance or enroll throughout the school year, one on one meetings, phone calls/memos (via back pack) will go home discussing this process and what they need to do within the 45 school days of their child's enrollment. If parent/guardian feels that their child has been misidentified they will be informed to make a written request which will be reviewed and completed within 10 school calendar days (with CSE assistance 20 school days). The Principal and Assistant Principals will work collaboratively with the ESL Teacher, classroom teacher and parent/guardian to ensure this process is followed and completed within the mandated time frame.

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.

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

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

A majority of our parents attend the orientation meeting and select a program at that time. The few parents that are unable to attend receive follow up notices/phone calls. Due to the new CR Part 154, if a parent does not return the Parent Selection Form within 5 school days the following procedure will take place:

The student will be placed in a bilingual class. Since PS 121 does not have the numbers to open this type of classroom, the child will be placed and serviced in an ENL class.

If a parents' choice is not available at our school the parents will be given the following options:

- * Keep the child enrolled in our school in our available ENL program
- * Transfer the child to a different school where their chosen program is available.

If a parent would like their child transferred, the ESL teacher will immediately contact the Department of English Learners and Student Support to coordinate the transfer with the student enrollment office.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ESL teacher monitors that these forms are completed and returned. Parents are invited back in to discuss and fill out. Phone calls are made and 2nd and 3rd notices are continually sent out until we receive 100% return.
9. Describe how your school ensures that placement parent notification letters are distributed. Our process for the distribution of entitlement letters are through 1 -1 meetings, small group meetings and open school night. At these meetings entitlement letters, parent survey and program selection forms are presented to the parents by Ms. Massaro. Folders are made available housing all the necessary forms in the native languages needed. We encourage all parents to fill out these forms at the present time where we can discuss the importance of the forms and any problems/concerns they may have. Ms. Brunson, our parent coordinator, also is part of these meetings to help to inform and address the needs of the ELL parents. These important documents are discussed with the parents to ensure they understand their program choices. These documents are collected, copied and stored in the ESL room in each child's individual folder. The original parent choice form is placed in the child's Cumulative folder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The CUM folder is where all the original paperwork is kept. The ELL Teacher stores a copy of the parent Selection Form in the office. Moving forward Entitlement and Non-Entitlement letters will be filed and stored as well.
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. All ELL students are administered the NYSESLAT following the appropriate administration procedures and guidelines. Students with disabilities are provided with the appropriate testing accommodations specified in their IEPs. Parents and children are notified via letter sent home regarding the dates of testing and the purpose of the test. The testing coordinator and IEP teacher administer all sections of the NYSESLAT test. Speaking test is administered first in a separate location (Testing Coordinator's office) to each individual ELL student. Book 1, Book 2 and Book 3 are each given separately to students in a small group setting. The Small group consists of 5 to 6 students who are tested in a quiet location. The K-2 students mark their answers in their own test booklet. The Testing Coordinator and IEP Teacher then transcribe the students' responses onto the answer sheet. The students in grades 3-5 mark their own answers directly onto their own answer sheets. The Testing Coordinator/IEP teacher circulate to make sure students are recording their responses appropriately. Make up dates are scheduled within the testing window time frame to ensure all children complete the entire test.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Letters are distributed by the ESL Teacher notifying parents of the services their child is entitled to receive or the support they will continue to receive when proficiency has been reached.
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).
Yes, currently for the 2015 -2016 school year the program at our school align with what the parents have been requesting. After meeting with the parents and discussing the three options all parents have chosen the Freestanding ENL. Parents are provided with pamphlets and literature both in English and in their native language when needed. This information helps to further explain the 3 program choices, Transitional Bilingual, Dual Language and ESL. These programs were discussed during the informal interview, our oral conversations and are further discussed at meetings. The meetings are held by the ESL teacher, fellow pedagogues and translators (Spanish) are made available when necessary. Parents are also shown a video tape regarding the three program choices available. The video is presented in the language that is most comprehensible for the parent. At this point in time, our numbers are not reflective of a Bilingual or Dual language program. If in the case a parent does choose TBE or DL the steps taken are as follows: Locate a school within the district that offers the needed program. If there are no openings place the child on a wait list. The child will be placed in the appropriate placement within our school and serviced until an opening becomes available. There have been 33 newly admitted ELL students to our school this year, a large majority have chosen the Freestanding ENL Program. If in the case, students whose parents request a bilingual or dual language program will be sent to the website ELL_Program_Transfer@schools.nyc.gov. A record of the parent's request will be maintained in the student's file. If there are 15 or more students with the same language, and in the same of two contiguous grades, then our school will open a bilingual program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.
PS 121 is using a both a push-in (K-2) and pull-out (3-5) model. Push-in the children are heterogeneously grouped within 1 classroom. The pull-out children will be grouped homogenously across grades 3-5 addressing the specific area/skills of need. The ESL teacher will work in collaboration with the classroom teacher addressing the needs of the ESL children. Lessons will be planned and differentiated while incorporating the four modalities of Listening, Speaking, Reading and Writing. To strengthen our ELL children's skills we scaffold instruction, use real life experiences to help build upon higher order thinking, build background knowledge to make connections when new concepts and lessons are introduced. Students will be given the opportunity to reflect and share their learning and experiences. The teachers will be promoting language acquisition through balanced literacy with an emphasis of Language Experience with entering and emerging students. Transitional and Expanding students will receive Balanced Literacy instruction enhanced by a listening, speaking, reading and writing connection. These teachers will use themes that will build background knowledge of students and provide them with an arena for discussion. All students will engage in shared reading and oral presentations. There is a strong focus on Language Development, literacy and writing. The atmosphere of the groups is collaborative and the students are able to share their rich heritage, language and traditions. Materials used to teach that reinforce and strengthen skills are as follows: Fountas and Pinnel, Math Units of Study, Wordly Wise, Learning Resources, Themed Readers, Language Patterns and Vocabulary, Big Book Chants, Imagine Learning (computer program), Mantra Lingua, Everyday Learning Fun and Getting Ready for the NYSESLAT.
 - 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)?

The ELL push in services will be provided in accordance with the mandated ESL allotted time based on student proficiency level. These push in services are provided by a licensed and certified ESL teacher along with classroom teachers who use ESL strategies and techniques. The students who are at the Entering and emerging levels will receive 360 minutes of ESL instruction in their classrooms. Also will be given the time in a smaller group setting based on their needs. The children, who have acquired greater academic language proficiency and perform at Transitioning and Expanding levels of English proficiency, will receive 180 minutes of instruction weekly in both ESL and ELA. This instruction for all groups takes place on a daily basis within the classroom (K-2) and in small pull out groups(3-5). The certified and licensed ESL teacher pushes or pulls out in for 1 to 2 periods a day (or a period ½) and differentiates instruction accordingly. The children with very limited English will also be pulled out a period to work in small groups to practice the English Language and strengthen their vocabulary. The ESL teacher and classroom teacher work and plan collaboratively to both address the needs and promote the strengths of the children. We will also continue to support English language acquisition through the implementation of a balanced literacy program with an emphasis on language experiences given to students who perform at a beginning and intermediate English proficiency level.

3. Describe how 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.

Our ESL children are grouped heterogeneously within their grade. The ESL teacher pushes into grades K-2 and pull ot grades 3-5. She works collaboratively with the classroom teacher in the areas of reading, writing math and science. Children also receive Social Studies and Computer Technology through Common Branch Teachers who use and practice ESL techniques, strategies and methodology. Rigorous lessons aligning to the Common Core Standards are planned (in English) incorporating visuals (pictures/charts), hands on experiments and the use of manipulatives. Children are actively involved in their learning (TPR) and content is made comprehensible to enrich their language development in all subject areas. All students inclusive of ELLs use our school wide curriculum in Reading and Math. Balanced Literacy includes phonemic awareness, phonics, fluency and vocabulary,

comprehension through guided, shared and independent reading. Eliciting their ideas and knowledge through the use of graphic organizers, questioning, oral and written summaries. Differentiated instruction is provided through flexible grouping within the classroom. As well as, through the use of the daily small group instruction especially to the newcomers.

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

ELLs who meet the criteria are first tested using the NYSITELL within 5 days of their registration date. Those children who are Spanish speaking and fall below the cut score are then tested using the Spanish LAB to determine language proficiency. State tests (Math, and Science) are ordered in the child's native language when needed to ensure that they are being appropriately evaluated.

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

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

6. How do you differentiate instruction for 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

Currently we do not have any SIFE children however the plan in place is as follows: If in the case, we will examine attendance records to see if a child started in a NYC Public School, returned to their native country and returned back into the NYC school system. This would possibly indicate an interruption in their formal education. PS 121 will make an initial SIFE determination within 30 days of the child's enrollment by doing the following:

- Administer the oral interview questionnaire. For children who have a home language of Arabic, Bengali, Chinese, Haitian Creole or Spanish they will be administered the LENS evaluation
- Prioritize students' needs. The students will be in a mainstream class served by the ESL teacher on a push in/pull-out basis. They will receive additional interventions from the reading and math coaches. Guidance will also be made available when necessary.

The initial SIFE status will be identified in ATS(BNDC)

b. ELLs in US school less than 3 years: LAB-R results will determine the services offered. Parent meetings will be offered to familiarize families to programs and community. Parent workshops are also provided to help parents get familiar with and learn about the curriculum, so they may take an active part in their child's learning. The full range of assessment will be administered to monitor progress through the stages and on- going language experience lessons will be offered in the classroom. Parents will be invited to the after school program to work with the teacher and students to further acclimate themselves to the NYC school system. We would also offer: Buddy Pairing, Extended Day Program, Open School Night and Guidance when necessary.

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

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

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

7. 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.

To ensure that a student's academic progress has not been affected based on the re-identification, between 6-12 months , the principal (Ms. Martinez) and Assistant Principals (Ms. Ortiz and Ms. Gonzalez) will meet and consult with the ESL teacher (Ms. Massaro), classroom teacher, IEP teacher (Ms. Mazzarano) and CSE team (when needed) and parent/guardian of student. A collaborative discussion will review child's interview, informal and formal assessments, diagnostic and summative reports, test

Chart scores, classroom participation, observations all to ensure the child is making the necessary strides and progressions expected at his/her level. Additional services will be given if in the case the student has been adversely affected by decision. The necessary actions will be taken and information, documentation and Transfer ELL Request Form will be sent to the senior ELL CPS for review.

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?

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

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?

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

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 Chart	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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

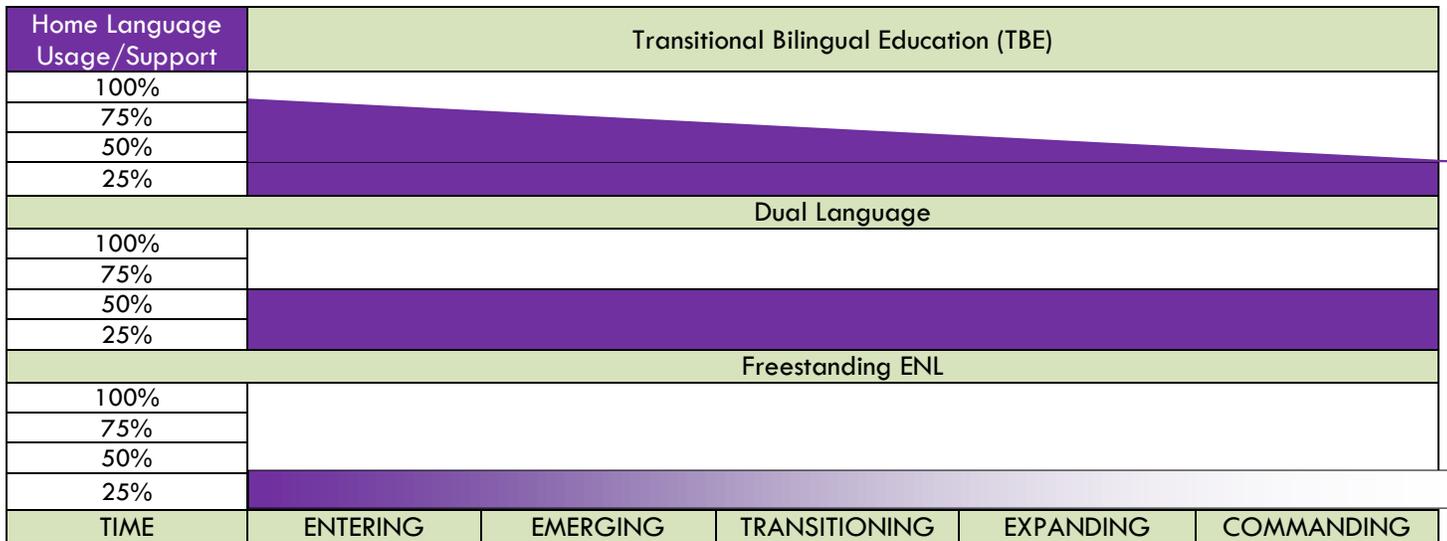


*Note: “other approved services” does not apply to New York City at this time.

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.
- Our support services are provided to the ELLs in reading/writing and math intervention. The Reading/Writing Intervention teacher uses Fountas & Pinnel assessment tools to assess students, target weak areas and build upon areas of strength. The IRLA is a standard based assessment which pinpoints a child's weak areas, ECLAS is used as a writing assessment in conjunction with summative and diagnostic exemplars, Fountas and Pinnell addresses phonics and Running Records are used as an ongoing assessment tool. The Math Intervention Teacher follows the math pacing calendar aligned to the Common Core to assess students and uses item analysis to address needs, EDM end of unit tests, ECAM (K-2) and Guide Posts (K). Predictive ELA and Math Assessments (3-5). These interventions are offered in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The ESL Teacher works in collaboration with the classroom teachers whose rooms house the ELL students. Rigorous and quality Lessons/Units are planned according to the Common Core Standards and differentiated for all ELL learners incorporating language objectives. Progress is monitored through the data collected from assessments, observations and diagnostics (collaborative effort). We continually scaffold and tier instruction to the children's learning style incorporating ESL techniques, strategies and methodologies in both reading and math. Using data from the NYSESLAT and Pearson's assessment we are seeing most of our ELL learners are acquiring oral language at a steady pace.
12. What new programs or improvements will be considered for the upcoming school year?
- This year we have incorporated Mantra Lingua. A leveled library of literature in our main languages of Spanish, Arabic and Urdu. It is a computerized pen/microphone that translates the book into a child's native language and English. Children can also record and listen to themselves as they build their oral language, stamina and fluency in reading in English. Our academic goal is to provide support while enhancing fluency, vocabulary and comprehension skills. Using data from the Fountas and Pinnell benchmarks and Leveled Literacy Intervention the teacher will target the needs of the students and work in small groups to address those specific needs in "book talks." Children will be given the opportunity to critically and creatively think and express themselves while learning and working cooperatively in a comfortable and relaxed environment where it is encouraged to learn from our mistakes.
 - We will be purchasing 55 licenses in the Imagine Learning Computer Program. These licenses will be used by our immigrant and ELL students in grades K-5. Imagine learning is a fun interactive learning experience that provides strategic first language support that enhances learning. This program allows the children an opportunity to speak, listen, read and write all supporting the English language through the translations provided in 12 native languages. It provides scaffold lessons that introduce, review and reinforce vocabulary and comprehension.
13. What programs/services for ELLs will be discontinued and why?
- No services/programs will be discontinued
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are heterogeneously mainstreamed into the classroom where they are eligible for all school programs available. We offer an after school program for all children inclusive of ELLs. There will be 1 teacher holding an ESL license accompanied by fellow teachers who use ESL practices and strategies. This program will assist students with the enhancement of their literacy skills, strengthen their writing skill and work on test taking skills to better prepare them for the NYSESLAT and other state tests. The Title III funding is for our After School Program. Our ELLs fully participate and have access to all school programs such as Band, Chess and Ballroom Dancing, As well as, the After School Program that is offered
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 literacy curriculum supports the development of our students', inclusive of the English Language Learners' academic language. In the classrooms, the students are immersed in print rich environments. The classroom libraries are well equipped with a variety of trade books that are organized by genres and levels. The students are made aware of their independent reading levels. They are given the opportunity to read independently or engage in book talks within groups or during whole class discussions. Each classroom teacher meets with two scheduled groups of students daily to guide them in their application of effective reading strategies. (Through Fountas and Pinnel children are taught using their instructional level). A risk free environment is promoted, which encourages our students to share their learning and to clarify their misconceptions.
- The ELL children at the beginning and intermediate levels will work on programs from Learning Resources. These programs work on learning phonics and language patterns through listening, speaking, reading and writing. Through big books, posters and poetry it engages children in conversations about specific scenes and encourages them to communicate among themselves while the teacher serves as a facilitator. Also while teaching and reinforcing vocabulary using predictable, basic language patterns. Theme-based readers and activities are used to promote essential literacy skills in all levels. Grammar skills will also be incorporated to aid in

all ELL children's writing. These programs align with the state standards as well as preparation for the NYSESLAT exam. Smart Board Technology will also be incorporated into their learning. Smart Boards are in place in every classroom.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native Language Support will be delivered in our ESL Program through dictionaries, charts and pictures that feature translations in the different languages to develop vocabulary, to help associate words with object and to build oral language skills. Learning Resources, Mantra Lingua and Everyday Learning Fun are programs used to build and strengthen vocabulary and reading. Content area state tests will be ordered in child's native language when necessary.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

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).

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

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

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

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

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

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

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

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

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

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

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

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

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

19. What language electives are offered to ELLs?

There are no language electives offered at PS 121.

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:

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.)
Please see summary in question 4
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?
Please see summary in question 4
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The guidance Counselor at PS 121 (Ms. Lebowitz) attends workshops with in out district to better assist all our children, inclusive of ELLs, as they transition from elementary to middle school. She also is given training for SEMS to ensure all children are entered correctly into the system as this transition takes place. Ms. Lebowitz turnkeys the important information to our 5th grade teachers, Cluster teachers, ESL Teacher and other Related Service Providers. Ms. Brunson, our Parent Coordinator, in conjunction with Ms. Lebowitz and 5th grade Teachers hold meetings/workshops for parents keeping them abreast of all important information regarding this process as well as, offering assistance when needed in filling out the forms. All parents are encouraged to attend Spanish speaking staff is always present and needs based translators will be arranged through the Translation and Interpretation Unit or an outside agency. All literature is translated when needed to ensure all parents are informed correctly.
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.

Professional Development and Support for School Staff (QUESTIONS 1 - 4)

To ensure that ELL students receive adequate instruction in order to acquire English proficiency, a certified ESL teacher has been appointed to provide ESL services at PS 121 to all staff working with ELL children. The development of the teachers involved in the collaborative structure established to achieve the goals set for the ELL students is also considered as a factor that may influence our success. Therefore the ESL teacher along with the team of teachers she works with receive training to further develop their understanding of the ESL methodologies.(Ms. Massaro(ESL Teacher) along with Ms. Berisha (k), Ms. Curley(1), Ms. Trapani (2), Ms. Annunziata(3), Ms. Blake (4) and Ms. K (5)

Throughout the year we will attend workshops and presentations within our district and DOE to keep abreast on research and strategies to better meet our ELLs.

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

Aussie Consultant: Close Reading

Format

Aussie Consultant: Math planning

aligning Common Core Standards

: Reading Block, Lessons and units planned aligning to the CCLS

: Aussie Consultant: Review, discuss, reading workshop model; close reading forma

: Planning tiered math lessons aligning to the CCLS

: Planning a Danielson aligned reading lesson

:(upper grades) Literaray essay writing aligning to CCLS

: Scoring math culminating task Unit 1. Planning Unit 2 based on needs and aligning to CCLS

Math planning unit with consultant

ECAM data analysis with Consultant

Diagnostic data gathering, analysis for NYC unit

PDs scheduled topics for half days:

K-2 Literacy PD, Unit and lesson planning aligning to the CCLS.

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

: 3-5 Literacy PD, Unit and lessons planning aligning to the CCLS

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

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

Mathematics: Questioning&Discussion techniques: Increasing Math Discourse in Daily Classroom Lessons through:

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

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

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

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

Coaches will provide professional development to teachers in using Wordly Wise, a program designed to develop language in

students to further develop conversational techniques.

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

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

Teachers will attend in house professional development where an array of topics will be presented in working with our children.

Topic: Talk Moves (getting our children, inclusive of ELLs to actively participate in classroom discussions)

Time: Common Planning Time across grade levels

Mid-September

Name of Provider: Ms. Martinez & Ms. Ortiz

Audience: Teachers of PS121 including Ms. Curley, Ms. Annunziata, Ms. Sanchez and Ms. Massaro

Topic: 3act Math Tasks (learning and reinforcing Math Vocabulary...Learning through games)

Common Planning Time across grade levels

October/November

Name of Provider: Liz Irwin (Math Consultant) and Ms. Mesopotanese (Math Coach)

Audience: Teachers of PS121 including Ms. Curley, Ms. Annunziata, Ms. Berisha, Ms. Blake, Ms. Trapani and Ms. Massaro

Topic: Content Specific Precise Language(exposing, reinforcing, practicing the use of academic language in both Math and Reading))

Common Planning Time across grade levels

October/November

Name of Provider: Ms. Ortiz

Audience: Teachers of PS121 including Ms. Curley, Ms. Trapani, Ms. Annunziata, Ms. Berisha, Ms. Blake and Ms. Massaro

Topic: Language Experience Model in Science and Social Studies

Common Planning Time across grade levels

November/December

Name of Provider: Ms. Ortiz

Audience: Teachers of PS121 including Ms. Curley, Ms. Annunziata, Ms.Blake, Ms. Trapani, Ms. Berisha and Ms. Massaro

Topic: Language Objectives in Writing in Content Area.

On going throughout school year starting October 20th

Name of Provider: Ms. Ortiz and Ms. Gonzalez

Audience: Cluster Teachers

Individual Teachers will also be sent to workshops in areas that will benefit all children inclusive of our immigrant and ELLs. These teachers will then turnkey this information to other teachers on the grade or across the grades to provide the building blocks necessary to support and strengthen the needs of our learners.

Topic: The Acquisition and Development of Academic Language

Date: December 2nd

Audience: Ms. Trapani

This information will be disseminated through Common Planning Time

Topic: Language Progressions (offered in District)

Date: December 4th

Name of Provider: Dr. DiTillio

Audience: Ms. Massaro

Information will be disseminated to Teachers of ELLs through Common Planning Time

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?

At PS 121 we have an open door policy where parents are encouraged to call or meet whenever there is a concern or issue. One to one meetings are set annually in person to the parent's convenience or phone call to discuss child's progression, development, assessment results and goals. The Classroom teacher along with the ESL Teacher and any other important Teacher/staff keep the parent abreast on their child's levels and progression and encourage a "Team effort" to enable further progression in all content areas. When needed we have Spanish speaking translators available and will provide translation services in other languages when needed through the Translation and Interpretation unit. At the start of every school year the parent is made aware of child's NYSESLAT level and the continued services he/she will be receiving through the year.

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.

Attendance records are kept through sign-in documentation or log book.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. (summary in question 6)

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

Our Local Community Library offers Adult ESL classes for our parents. We have 2 after school organizations in our community Eastchester After School and Sports & Arts that offer after care and homework help for all children inclusive of ELLs

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

PS 121 will create a "Parent Satisfaction Survey" which will be distributed twice a school year to gather feedback to determine if the need, availability and quality of translation services have been met in regards to: Program Selection, written and oral communication, child's academic growth and child's goal setting. This survey will be available on line or via backpack to those who do not have access to a computer. Parents will also be invited to use our school computers with assistance if needed.

New this year, parents will be provided with training in the use of Schedules, a computer program/app where they can view child's grades, assessments and are provided with additional resources to help support child in their academic progress. This information will be automatically translated into parent's preferred identified home language. This will keep our parents informed as well as increase School/class/parent/teacher communication.

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

Ms. Brunson our Parent Coordinator encourages all parents inclusive of ELLs to participate in our workshops and meetings. Throughout the year teachers hold workshops to help parents become better acquainted with the curriculum so they may take a more active part in their child's education. Parental volunteers are always welcomed and encouraged. Parents can assist the classroom teacher or observe if they like. Also many meetings are held where the parents can have their questions and concerns addressed. At these meetings Spanish speaking staff is available and when needed Translators are provided in other languages either through the Interpretation Unit or other outside agencies. The schedule is as follows:

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

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

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

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

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

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

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

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

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

At PS 121 we have an open door policy where all parents inclusive of ELLs are welcomed to come in and speak with

administrators, teachers and Parent Coordinator. We are here to address any questions, needs and concerns our parents may have. Parents' needs are continually evaluated through parent surveys, meetings and conversations.

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

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.

Part VI: LAP Assurances

School Name: _		School DBN: _	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **11X121** School Name: **PS121**
Superintendent:

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.

In order to ensure all parents are provided with appropriate and timely information in their preferred language PS 121 has taken several steps to do so:
When parents first arrive to PS 121's main office they are welcomed by the multilingual Welcome Poster and language identification guide to make parents aware of the availability of language services offered to them. This ensures us to determine the needs of our parents within 30 days of a student's enrollment allowing to arrange/manage any translation and interpretation needs they may have throughout the year. A review of the HLIS, RAPL and UPPG in ATS by the ESL teacher in conjunction with the parent Coordinator and Pupil Personnel Secretary, allows us to further identify and confirm which languages were read and written at home. An informal interview of the students, by the ESL teacher, will further clarify the language needs in the home. Lastly a discussion between the classroom teacher, ESL Teacher and Parent Coordinator will share the language needs of the parents with whom they need to communicate.

Steps in the process:

- a. Looked at list of eligible ELL students to see what languages they speak (RHLA) (RELL)
- b. Looked at HLIS, RAPL and UPPG(ATS) of new students
- c. Asked Parent Coordinator for input
- d. Survey classroom teachers
- e. Confirm with parents what their language of preference is at our ELL orientation meeting. Document language(ATS) and share with the appropriate staff

The main language needed is Spanish. Staff is in house and available for the parents needs(registrations, meetings, workshops, IEP meetings)

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.

Following the above process PS 121 has determined the language in which written translation and oral interpretation is needed is Spanish. Important documentation from our school will be translated .

Needs based our other languages are:

Urdu
Bengali
Arabic
Wolof
Punjabi
Vietnamese
French

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.)

The following correspondence includes, but not limited to: important letters and notices from school, handbooks, parent workshops, After school program notices, Parent Choice Forms with translated literature explaining programs, Title I and Title III letters concerning Extended Day or Morning program, School Assessment Letters (IEP meetings)

These translated services keep our parents actively involved in our school community as well as better assist in their child's academic growth. These services also help support parent-school accountability while ensuring our compliance with CR Part 154 and Title III regulations.

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.

PS 121 hosts 4 formal face to face Parent Teacher conferences throughout he school year:
September: Open School Night
 ELL Orientation Night
November: Parent Teacher Conference

March: Parent Teacher Conference

May: Parent Teacher Conference

At PS 121 we have an open door policy and have continued interaction with parents informally throughout the year. Parents are encouraged to come in with any questions or concerns they may have. Spanish speaking staff is available in house during school hours. Tuesday afternoon is set aside for informal parent contact as well. Phone calls from staff such as, guidance, teachers, ELL teacher and SETTS teachers occur on a regular basis.

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.

Reviewing our Home Language Surveys of our newly admitted ESL learners the majority are Spanish speaking. Of our 52 ELL students 23 are Spanish, 15 Urdu, 3 Bengali, 4 Arabic, 4 Wolof, 1 Punjabi, 1 Vietnamese and 1 French. Using the ATS Code RELL we also reviewed all of our eligible ELL students to properly place them heterogenosly within 1 class per grade for the upcoming year. The ESL teacher works in collaboration with the classroom teacher to address the ELL needs. Our Parent Coordinator helps the new comers (students and families) get better acclimated with our school and community. Welcome and ELL Orientation meetings are held as well as Back to School Nights, where Spanish speaking translators are available on site. Also when needed we arrange over the phone interperation services through NYC Department of Education's Translation and Interpretation Unit. There is also informative flyers and literature in the necessary navite languages needed, obtained from NYCBOE website. The Parent Coordinator is very involved in assisting both new comers and previously enrolled ELL students and their families. Throughout the school year Parent Meetings are held monthly to help all ELL parents become better acquainted with the curricullum. At these meetings Spanish speaking translators are available along with translated literature in the family's native language. Again, need based we arrange the over the phone interpretation services. Our technology teacher also provides translation services done via internet and or but not limited to home letters, memos, parent workshop flyers and homework for spanish speaking ELL students and parents. This is shared with Parent Coordinator, Administrators, and Staff.

These translated services keep our parents actively involved in our school community as well as better assist in their child's academic growth.

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.

The Parent Coordinator is very involved in assisting both new comers and previously enrolled ELL students and their families. Throughout the school year Parent Meetings are held monthly to help all ELL parents become better acquainted with the curricullum. At these meetings Spanish speaking translators are available along with translated literature in the family's native language. Again, need based we

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These translated services keep our parents actively involved in our school community as well as better assist in their child's academic growth.

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.)

PS 121 ensures all staff is aware of the translations services by staff meetings, Parent Coordinator, written letters and discussions during PLCs. A meeting during each grades common planning time will take place in early September to confirm that the staff of PS 121 are aware of the interpretation services provided. All appropriate staff will receive "I speak" cards which includes the number for over the phone interpretation services when needed for parent and teacher/CSE meetings.

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

PS 121 provides Spanish translation services for important citywide and school-wide documentation and materials. Spanish speaking staff are available in house at registration, parent meetings and workshops. As well as IEP or PPC meetings. If in the case a language other than Spanish is needed, PS 121 will provide these services from an outside vendor.

Parents will also have access to:

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

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)

PS 121 will create a "Parent Satisfaction Survey" which will be distributed twice a school year to gather feedback to determine if the need, availability and quality of translation services have been met in regards to: Program Selection, written and oral communication, child's academic growth and child's goal setting. This survey will be available on line or via backpack to those who do not have access to a computer. Parents will also be invited to use our school computers with assistance if needed.

New this year, parents will be provided with training in the use of Scedula, a computer program/app where they can view child's grades, assessments and are provided with additional resources to help support child in their academic progress. This information will be automatically translated into parent's preferred identified home language. This will keep our parents informed as well as increase School/class/parent/teacher communication.