2018-19
COMPREHENSIVE EDUCATIONAL PLAN (CEP)

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

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**School Information**

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>28Q121</td>
</tr>
<tr>
<td>BDES Code:</td>
<td>PreK-5</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>PreK-5</td>
</tr>
<tr>
<td>School Address:</td>
<td>126-10 109th Avenue South Ozone Park, NY 11420</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-558-1560</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-558-1565</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Christina Zovich</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:czovich@schools.nyc.gov">czovich@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Evelyn Vadi</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Erin Jones</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>BibiSeeram</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Paul Cifarelli</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>VijaRamjattan</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td></td>
</tr>
</tbody>
</table>

**District Information**

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

**Field Support Center (FSC)**

| FSC: | Queens District 28 |
| Executive Director: | Marlene Wilks |
Field Support Center

82-01 Rockaway Boulevard

Executive Director’s Office Address:

Executive Director’s Email Address: mwilks@schools.nyc.gov

Phone Number: 917-520-6743

Fax: 718-281-3509
## 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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evelyn Vadi</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Erin Jones</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>BibiSeeram</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>SafeeyahBaksh</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Erica Fladell</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Cristina Ponte</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Paul Cifarelli</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Lisa Brand</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Cindy Williams</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Greg Adams</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Tharamattie Singh</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Vijah Ramjattan</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Ameilia Bacchus</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
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<td>Member/</td>
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<td></td>
<td>Member/</td>
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</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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

<table>
<thead>
<tr>
<th><strong>Element</strong></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong></td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

### 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. **Instructional Core Across Classrooms:** Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. **School Culture:** Positive Learning Environment (1.4), High Expectations (3.4)
3. **Systems 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)

### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

### Title I Requirements and Strengthening Title I Parent Involvement

2018-19 CEP 8
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school promotes academic success for all learners as evidenced in our school’s mission statement. The mission statement of our building states, “Public School 121 believes that all students can meet high standards of excellence, as well as develop social and creative activities and skills through a cooperative effort of the teachers, administrators, parents, and community.”</td>
</tr>
</tbody>
</table>
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

P.S.121Q is a Title 1 Pre-K through grade 5 school located in South Ozone Park, Queens. Our school has a total population of 954 students coming from diverse backgrounds. The demographics of our school are 36% Asian Pacific, 18% Black, 12% Hispanic, 2% White, and 32% other. Many of the students in our school receive free lunch making up 77% percent of the school population. We have a 5% population of English Language Learners and 12% of our student population has Individual Education Plans (IEP’s) and receive special education services.

Our school’s foci continue to be improving our students’ English Language Arts (ELA) performance. This is an area of focus for this school year. We aim to focus on rigorous ELA instruction in order to move students towards higher levels of achievement this year. We have been emerged in the use of our two reading programs, Wonders and Reading Streets, which are integrated reading programs that support the development of a strong reading foundation, provide access to complex text, and connect reading and writing. These programs are in alignment with the current instructional shifts. They aim to build content knowledge through the reading of fiction and nonfiction text, produce high quality text-based written products, and build academic vocabulary through the reading of grade-level text. Our goal in adapting these programs is to see improvements in our students reading scores at the end of this school year.

School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. Developing strong family-community ties is an important element of our school community. We pride ourselves on maintaining frequent communication and a culture of trust and positive attitudes among students, staff, parents, and the community. Our school has partnerships with businesses such as Swim for Life, Vision Zero, New York City Police Department Neighborhood Policing, Trump Pavilion Nursing Home, Make a Smile Foundation, and Smile New York. These organizations provide opportunities for our students and parents to engage in meaningful programs. Well-developed relationships have also been established with local legislative members. We will continue our Pen Pal partnership with the Global Community Collaborative High School, our fifth grade students wrote letters and had the opportunity to visit their Pen Pal and sit in a high school class. Our Road Runners program continues to be a huge success. The program fostered the social development of students through physical challenges, role modeling and good citizenship. Additionally, we have a brand new dance studio and partial sound system courtesy of the Art Space grant.

The strengths of our school include rigorous instruction and curriculum which prepare our students for college and career readiness. We pride ourselves on the work of collaborative teachers, supportive administrators, and strong parent involvement, always keeping the students as our first priority.

3. Describe any special student populations and what their specific needs are.

Five percent of our student population is made up of English as a New Language (ENL) learners. Our ENL students need to be emerged in the English Language through various learning opportunities.

4. Identify 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.
Our priority focus for this school year is Rigorous Instruction, with a key focus on navigating through complex texts. Through the use of an anchor text to model comprehension skills and strategies the students will be able develop a deeper understanding. During Close Reading the students will be able to set a purpose for reading which guides them in the identification of key ideas and details, themes, author's purpose, and making inferences about the text. Students are challenged with high level text dependent questions. Students can craft their own discussion questions, but no matter who composes the questions the students will be responsible for answering the questions using text details and or inference to support their responses. In addition students will continue to be provided with robust opportunities to read independently.
### School Demographics and Accountability Snapshot for 28Q121

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04,05</th>
<th>Total Enrolment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>928</td>
<td>No</td>
</tr>
</tbody>
</table>

#### English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>N/A</th>
<th>Dual Language</th>
<th>N/A</th>
<th>Self-Contained English as a Second Language</th>
<th>N/A</th>
</tr>
</thead>
</table>

#### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th>28</th>
<th># SETSS (ELA)</th>
<th>5</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th>78</th>
</tr>
</thead>
<tbody>
<tr>
<td># Special Classes (Math)</td>
<td>27</td>
<td># SETSS (Math)</td>
<td>5</td>
<td># Integrated Collaborative Teaching (Math)</td>
<td>71</td>
</tr>
</tbody>
</table>

#### Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th>37</th>
<th># Music</th>
<th>37</th>
<th># Drama</th>
<th>37</th>
</tr>
</thead>
</table>

#### Racial/Ethnic Origin (2017-18)

| % American Indian or Alaska Native | 12.8% | % Black or African American | 16.5% |
| % Hispanic or Latino              | 13.0% | % Asian or Native Hawaiian/Pacific Islander | 53.3% |
| % White                           | 2.4%  | % Multi-Racial               | 14.7% |

#### Personnel (2015-16)

| Years Principal Assigned to School (2018-19) | 7.09 |
| % of Teachers with No Valid Teaching Certificate | 0%  |
| % Teaching with Fewer Than 3 Years of Experience | 18% |

#### Student Performance for Elementary and Middle Schools (2017-18)

| ELA Performance at levels 3 & 4 | 59.5% | Mathematics Performance at levels 3 & 4 | 62.8% |
| Science Performance at levels 3 & 4 (4th Grade) (2016-17) | 96%  | Science Performance at levels 3 & 4 (8th Grade) (2016-17) | N/A   |

#### Student Performance for High Schools (2016-17)

| ELA Performance at levels 3 & 4 | N/A  | Mathematics Performance at levels 3 & 4 | N/A   |
| Global History Performance at levels 3 & 4 | N/A  | US History Performance at Levels 3 & 4 | N/A   |
| 4 Year Graduation Rate | N/A  | 6 Year Graduation Rate (2011 Cohort) | N/A   |
| Regents Diploma w/ Advanced Designation | N/A  | % ELA/Math Aspirational Performance Measures (2015-16) | N/A   |

#### Overall NYSED Accountability Status (2018-19)

| Reward | No Recognition | N/A |
| In Good Standing | Yes | Local Assistance Plan | No |
| Focus District | Yes | Focus School Identified by a Focus District | No |
| Priority School | No | Focus Subgroups | N/A |

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

**Elementary/Middle School**

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - American Indian or Alaska Native: YES
  - Hispanic or Latino: YES
  - White: N/A
  - Students with Disabilities: YES
  - Economically Disadvantaged: YES

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - American Indian or Alaska Native: YES
  - Hispanic or Latino: YES
  - White: N/A
  - Students with Disabilities: YES
  - Economically Disadvantaged: YES

- **Met Adequate Yearly Progress (AYP) in Science (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

**High School**

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Navigating complex texts are essential skills that students need to acquire in order to develop mastery in all academic areas. Key details and ideas are critical in identifying the meaning of a text. These skill develop a concrete foundation that aids students’ abilities to read and comprehend texts across various genres.

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

Advance Teacher Rating System:
- ninety percent of teachers were rated highly effective or effective in Domain 1e (Demonstrating Knowledge of Content and Pedagogy)
- ninety-five percent of teachers were rated highly effective or effective in Domain 1a (Instruction)

Needs: We will focus on rigorous English Language Arts (ELA) instruction in order to move students towards higher levels of achievement this year. We will use integrated reading programs, Wonders and Reading Street, that support the development of a strong reading foundation, provide access to complex texts, and connect reading and writing. Lessons will reflect the updated Next Generation Standards. Although "identifying key ideas and details" are embedded in those programs, we feel that we need a stronger emphasis on those skills in order to improve the reading ability of our students. Our current performance data support this. We analyzed the results of our Benchmark assessments as well as Fountas and Pinnell Benchmark Assessment System results.

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

New York State Assessment Performance Data (2017-2018)
- Grade 3- an average of sixty-one percent of the total possible points were earned for standards RI/RL 3.2.
- Grade 4-an average of seventy-one percent of the total possible points were earned for standards RI/RL 4.2.
- Grade 5- an average of sixty-three percent of the total possible points were earned for standards RI/RL 5.2.

Fountas and Pinnell Benchmark Assessment System:
- On average, thirty four percent of students in grades K-2 are currently performing on a level one.
- On average, twenty percent of students in grades 3-5 are currently performing on a level one.

## Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

**By June 2019, teachers will incorporate reading strategies for understanding important key ideas and details into their lesson design. This will be measured by an increase of ten percent of students performing at or above a Level 3 using the Fountas and Pinnell Benchmark Assessment as compared to 2017-2018 school year.**
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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<tbody>
<tr>
<td>1. Teacher teams will revise the school's existing curriculum maps to include more intensive focus on identifying key ideas and details. The teachers will revise the maps monthly. The academic coaches will work closely with the teachers and will use rubrics to ensure that the curriculum maps are aligned to the standards.</td>
<td>All Students</td>
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<td>Administrators</td>
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<td>Professional Learning Team</td>
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<td>Teachers</td>
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<tr>
<td>2. Professional learning will be provided on strategies to use to improve the understanding of key ideas and details. The teachers will engage in activities where questions will be closely examined on N.Y.S exams pertaining to key ideas and details. Professional learning sessions will be provided on Mondays for the teachers three times a year.</td>
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<td>Teachers</td>
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<tr>
<td>3. Teachers will analyze student data based on in class identification of key ideas and details and assessments to determine the individual needs of all students. Data will be analyzed using the ATLAS protocol, three times a year after school benchmark exams are administered.</td>
<td>All Students</td>
<td>Sept- June 2019</td>
<td>Administrators</td>
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<td>Teachers</td>
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</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
Parent workshops will be provided on strategies taught within class, which can practiced at home. This will aid in the child's mastery on the skill. Workshops will be offered at various times throughout the year, the workshops will be provided by teachers, coaches, and the parent coordinator.

**Part 4 – Budget and Resource Alignment**

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

**Resources Needed**

- Accommodations for collaborative teacher meetings.
- Per-diem substitutes for teachers attending.
- Parent workshop materials.

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

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<td>Per-diem substitutes for teachers attending</td>
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<td>Parent workshop materials</td>
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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.

**By February 2019,** teachers will incorporate reading strategies for understanding important key ideas and details into their lesson design. This will be measured by an increase of five percent of students performing at or above a Level 3 using the Fountas and Pinnell Benchmark Assessment as compared to 2017-2018 school year.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Fountas and Pinnell Benchmark Assessment will be used to monitor student progress.

**Part 5c.** In **February 2019,** 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Research has shown that social and emotional development can be fostered, and social and emotional skills, attitudes, and behaviors can be taught using a variety of approaches. Teachers can create such a climate by being mindful of the essential practices that can help to develop and reinforce these positive behaviors.

2017-2018 School Quality Guide

- Seventy-five percent of teachers responded that students rarely or never harass, bully, or intimidate other students.
- Eighty-six percent of teachers say that students follow the rules in class.
- Seventy-six percent of teachers say that students behave well in class even when the teacher isn't watching.

Needs: After a close analysis of the school's current routines and best practices for encouraging social and emotional learning for all students, there is a need to increase the amount of positive reinforcement provided in the classroom by both teachers and peers, that help to encourage responsible decision making, management of emotions, and cooperative learning.

Part 2 – Annual Goal

Indicate your school's 2018-19 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 2019, there will be a five percent increase in the total Class Dojo points awarded for Social Emotional Learning (SEL) as measured by Class Dojo from September to June.
### Part 3a – 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:

- Evidence-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).

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<th>Target Group(s)</th>
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<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
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1. **Class Dojo will be used in all classrooms.** Class Dojo is an online tracking system, teachers can input desired behaviors and students can be awarded points. Teachers will use Class Dojo to track student behaviors which demonstrate good citizenship during classroom instruction.

   - **Target Group:** All Students
   - **Timeline:** Sept - June 2019
   - **Key Personnel:** Administrators, Coach, Teachers

2. **Teachers will award Dojo points when students demonstrate the ability to appropriately manage emotions, make responsible decisions, and demonstrate positive attitudes towards their teachers and peers.** Monthly totals of the points earned will be recorded for each student on an excel spreadsheet.

   - **Target Group:** All Students
   - **Timeline:** Sept - June 2019
   - **Key Personnel:** Coach, Teachers

3. **Teachers will analyze student data on social emotional learning to determine the individual needs of all students.**

   - **Target Group:** All Students
   - **Timeline:** Sept - June 2019
   - **Key Personnel:** Administrators, Teachers

- During professional learning, teachers will analyze and discuss classroom behavior strategies, individual and classroom reward systems, and will discuss Dojo data collected. Teachers will participate in carousel activities to showcase management techniques. The school guidance counselor and coaches will provide professional learning sessions on SEL. Data will be analyzed monthly using data analysis protocols.

### 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.**

Families will be able to view Dojo points awarded for positive behaviors demonstrated in class in real time, as points are awarded. Families will be able to communicate with teachers via the Dojo app with any questions or concerns they might have. Families and teachers will be invited to several workshops throughout the year to discuss strategies for combating cyber-bullying, goal-setting, and behavior management strategies that can be used at home and in the classroom. The school guidance counselor and the parent coordinator, and coaches will organize these engaging
workshops. Parents will have access to Class Dojo, where they can view points earned, view class stories posted by the teacher, and send and receive private messages from the teacher.

**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.

- Administration and teachers will provide professional learning, modeling, and materials for staff.
- Time on Mondays will be designated for teacher team meetings.
- Time on Tuesdays will be designated for parent conferences and workshops.
- Money will be allocated to purchase materials for parent workshops.

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

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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.

By **February 2019**, there will be a two percent increase in the total Class Dojo points awarded for Social Emotional Learning as measured by the Class Dojo from September to February.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Class Dojo spreadsheet data on student social emotional learning while in school. Class totals will be analyzed.

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

A compelling reason for effective professional learning opportunities is that student achievement depends on rigorous standards and a knowledgeable education team. To have high standards for students, there must be high standards for the staff members who work with them. Our Professional Learning Team was created to determine the need for and then implementation of beneficial Professional Learning sessions. The team selected the topics which would be used during Professional Learning sessions. The administrators, coaches, and outside experts provided the training/professional learning for the staff. All teachers participated in the same Professional Learning activities.

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

2017-2018 School Quality Guide

- Ninety-two percent of teachers agreed or strongly agreed that overall, their professional development experiences this year have been sustained and coherently focused, rather than short-term and unrelated.
- Ninety-two percent of teachers agreed or strongly agreed that overall, their professional development experiences this year have included enough time to think carefully about, try, and evaluate new ideas.

Needs: As a result of the professional learning sessions provided this year, we found that the professional development sessions in the area of mathematics which were offered were not beneficial to the teachers of all grade levels. Some teachers were required to attend sessions on mathematics topics in which they were successfully implementing in their classrooms, while others found themselves needing more grade level specific additional support which was not offered during that session. After considering this data, we came to the conclusion that the professional learning sessions should be differentiated by grade bands in order to meet the needs of specific grades levels of teachers. Teachers will attend a variety of professional learning opportunities throughout the year that would address the needs of individual teachers on specific grade levels based on individual goals, student data, and the Advance Teacher Rating System.

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

Grade 3

- Twenty-six percent of students did not meet the standard 3. Numbers & Operations in Base Ten, NBT according to the i-Ready Instructional Report.

Grade 4
- Thirty-one percent of students did not meet the standard 4. Numbers & Operations in Base Ten, NBT according to the i-Ready Instructional Report.

Grade 5

- Thirty percent of students did not meet the standard 5. Numbers & Operations in Base Ten, NBT according to the i-Ready Instructional Report.

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Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

Teachers will participate in targeted professional learning in mathematics. By June 2019 there will be ten percent increase in student achievement in mathematics. This will be as evidenced by growth in the priority standard of Numbers and Operations as measured by student performance on pre and post level assessments.
### 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:

- Evidence-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).

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<td>Sept- Oct 2018</td>
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<td>Coaches</td>
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1. Cycles of professional learning will be created based on staff needs and practice.

   - Based on Danielson Framework and observations professional learning sessions were designed to meet teacher needs.
   - Administration and coaches schedule professional learning opportunities for teachers. Professional learning sessions will include activities on the best teaching practices for individual components of the Danielson Framework. Model lessons will be provided in these areas. Professional learning sessions will be provided throughout the year as needed to support teachers.

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<th>All Students</th>
<th>Sept- Oct 2018</th>
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2. Teachers will participate in cycles of professional learning based on the focus mathematics standards in the area of Numbers and Operations. Professional learning sessions will include analysis of N.Y.S mathematics question pertaining to Numbers and Operations.

   - Professional learning opportunities are scheduled for Monday and Tuesday afternoons and scheduled Chancellor's Conference Days. Professional learning sessions will be provided as needed to support teachers.

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3. Teachers analyze student data using a data analysis protocol and assess areas of student need which will determine the topics for future professional learning.

   - A professional learning plan was developed in order to differentiate the professional learning sessions based on teacher need. The professional learning plan was created in August and adjustments are made on a weekly basis as needed.

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### 3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Teachers will display content learned in Professional Learning workshops during Family Friday events. Parents will participate in hands-on activities with their children in order to foster home/school connection. Teachers will plan and present on these special events.

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.

- Accommodations for collaborative teacher meetings.
- Per-Diem substitutes for teachers attending.
- Parent workshop materials.

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

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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.

Teachers will participate in targeted professional learning in mathematics. By February 2019 there will a five percent increase in student achievement in mathematics. This will be as evidenced by growth in the priority standard of Numbers and Operations as measured by student performance on pre and post level assessments.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Math assessment evaluations.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Component 3d, assessing student learning is an integral part of instruction because it determines student needs and allows teachers to modify lessons. By the use of formative, summative, pre and post test teachers have an accurate gauge on student progress and understanding.

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

Framework for Great Schools Report 2017-2018:

- Ninety-three percent of teachers feel that students participate in high quality discussions.
- Ninety-seven percent of teachers feel that the principal knows what is going on in their classroom.

- After a comprehensive analysis of Advance Teacher Observation data, we discovered that 22% of teachers were rated highly effective in component 3d.

Needs:

After a comprehensive analysis of Advance Teacher Observation data, we discovered that 78% of teachers were not rated highly effective in component 3d. This demonstrates a need for improvement in using assessment in the classroom.

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

Fountas and Pinnell Benchmark Assessment System:

- On average, forty-three percent of students in grades K-2 are currently performing on a level one.
- On average, thirty-four percent of students in grades 3-5 are currently performing on a level one.

Advance Observation Dashboard Report for Danielson Component 3d:
• Twenty-two percent of teachers were rated highly effective in this component.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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.

**By June 2019, there will be an increase of ten percent of all teachers rated effectively as measured by the Danielson Framework for teaching for component 3d using assessment in instruction.**
### Part 3a – 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:

- Evidence-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., average/under-credited, SIFE, STH).

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<tr>
<td>All Students</td>
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<td>Administration</td>
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1. Administrators will analyze data from the Advance Teacher Rating System to determine areas of need within Domain 3d for teachers. Administrators will analyze data a monthly basis.

2. Administration will initiate a plan where teachers who were rated highly effective in this component during the 2017/2018 school year will have the opportunity to open up their classrooms for inter-visitations based on this component.

   - The administration will schedule inter-visitations for teachers who were not rated effective or highly effective in this component with teachers who were rated highly effective. The visits are recorded and a master document is created.

   - After these inter-visitations, teachers will debrief to discuss assessment techniques used in the lesson. An inter-visitation documentation tool will be utilized.

   - The administration, during cycles of observation, will focus on this component to determine if the inter-visitation was successful.

   - Follow-up inter-visitations will be scheduled by administration as needed.

Inter-visitations will be scheduled on a monthly basis after observation data is analyzed.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Families are invited to Tuesday parent engagement sessions, Family Fridays, and Workshops coordinated by the Parent Coordinator. The workshops are facilitated by teachers, coaches and administration in order to engage families and support their understanding of effective school leadership and strategies to promote parent leadership and
engagement in order to support their children at home. The workshop are provided during assigned Friday's and various times throughout the 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.

- F Status Coach three days a week
- Accommodations for collaborative teacher meetings.
- Per-Diem substitutes for teachers attending.
- Parent workshop materials.

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

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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.

*By February 2019, there will be an increase of five percent of all teachers rated effectively as measured by the Danielson Framework for teaching for component 3d using assessment in instruction.*

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Progress will be measured using observation data from Advance.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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

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

Framework for Great Schools Report 2017-2018:

- Ninety-nine percent of families say they feel respected by their child’s teachers.
- Ninety-nine percent of families say that their school communicates with them in a language and in a way that they can understand.
- Ninety-eight percent of families say that teachers and families think of each other as partners in educating children.

Needs: This year we focused on improving our school’s strong family-community ties. While we did show improvement in the area of parental involvement in the school community, our current data indicate that our focus should continue to be on parental involvement in the school community. We want parents to feel that they are a welcome member of our school community. We need to continue to build strong partnerships between parents and teachers that enrich the school community.

Needs: The key data point below describe some our needs noted by reviewers or N.Y.C. School Survey:

- Seventy-nine percent of families say that they have had the opportunity to volunteer time to support their school.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the
identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

| **By June 2019 we will increase participation in school events such as Parent Workshops by ten percent in comparison to 2017-2018 school year as measured by documented attendance.** |
|---|---|---|---|---|---|
| **By June 2019** | **we will increase participation in school events such as Parent Workshops by ten percent in comparison to 2017-2018 school year as measured by documented attendance.** |
Part 3a – 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:

- Evidence-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).

Target Group(s) | What is the start and end date? | Key Personnel
--- | --- | ---
Parents | Sept-June 2019 | Administrators
All Students |  | Teachers

1. Parents will be provided with multiple opportunities to support our school by volunteering their time and attending school events.

- Parents will be notified of opportunities to attend school events via the PTA website, notices sent home in backpacks, Remind.com and Class Dojo (apps parents can put on their wireless device).

Parents are notified of these opportunities daily, weekly, and monthly.

2. Parents will be invited to attend workshops on various topics.

- Topics include: Common Core Standards; Middle School Choice; Preparing for Parent Teacher Conferences; Parent’s Guide to Elementary School Success; Reading and Writing Success; Math Success; Strategies to Help Struggling Learners; Developing Your Child’s Language Skills.

A schedule of the workshops is created and given to parents.

Workshops are held monthly.

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Boys and Girls Club

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

Resources Needed

- Accommodations for collaborative teacher meetings.
- Per-Diem substitutes for teachers attending.
- Parent workshop materials.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>X</td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
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<td>SIG</td>
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<td>PTA Funded</td>
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<td>In Kind</td>
</tr>
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</table>

Part 5 – Progress Monitoring

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

By June 2019 we will increase participation in school events such as Parent Workshops by five percent in comparison to 2017-2018 school year as measured by documented attendance.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Progress will be assessed using sign in sheets collected at school events by the Parent Coordinator which tracks parental participation in our school.

Part 5c. In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Eligibility is determined by state and local assessments, as well as teacher recommendation. Students who have been held over and Level 1 students are a priority.</td>
<td>Small group comprehension instruction, Fundations, RTI</td>
<td>AIS - Small group instruction, RTI instruction is provided in small groups (Tier 2-5 students, Tier 3-2 students).</td>
<td>Additional services are provided in our after school program 2 days a week for an hour and a half each day. RTIservices are provided during student’s specials periods a minimum of 3 days a week for 45 minutes.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Eligibility is determined by state and local assessments, as well as teacher recommendation. Students who have been held over and Level 1 students are a priority.</td>
<td>Small group instruction is provided for grades 1-5 during school using manipulatives for hands-on instruction. RTI/AISELA instruction is cross curricular. Students are exposed to reading strategies and skills that will aid them during mathematics instruction.</td>
<td>AIS - Small group instruction, RTIservices are provided during student’s specials periods a minimum of 3 days a week for 45 minutes.</td>
<td>Additional services are provided in our cross-curricular after school program 2 days a week for an hour and a half each day. RTIservices are provided during student’s specials periods a minimum of 3 days a week for 45 minutes.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Eligibility is determined by state and local assessments, as well as teacher recommendation. Students who have been held over and</td>
<td>There is a cluster program where instruction will be provided for students in grades 3-4 that will include lessons on the strands of Physical Setting and the Living Environment through</td>
<td>AIS - Small group instruction</td>
<td>RTIservices are provided during student’s specials periods a minimum of 3 days a week for 45 minutes.</td>
</tr>
</tbody>
</table>
| Level 1 students are a priority. | Inquiry based investigations
RTI/AISELA instruction is cross curricular. Students are exposed to non-fiction texts and reading strategies and skills that will aid them during science and instruction. |  |
|---|---|---|
| Social Studies | Eligibility is determined by state and local assessments, as well as teacher recommendation. Students who have been held over and Level 1 students are a priority. | Our social studies cluster program is to reinforce the social studies standards. RTI/AISELA instruction is cross curricular. Students are exposed to non-fiction texts and reading strategies and skills that will aid them during social studies instruction. | Small group instruction
Additional services are provided in our cross-curricular after-school program 2 days a week for an hour and a half each day. RTI services are provided during student’s specials periods a minimum of 3 days a week for 45 minutes. |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Eligibility is determined based on teacher and parent recommendation. | School counseling includes, but not limited to, the following skills for increasing attention, managing peer pressure, preventing bullying, managing self-esteem, managing uncomfortable feelings, and skills to increase readiness. Our nurse provides workshops for Asthma Awareness to inform students of the signs and symptoms of asthma. They learn the triggers and how to prevent attacks. They | At risk and youth development support is provided one to one or in small group sessions based on need by our guidance counselor and social worker. Due to budgetary constraints, we are unable to provide after school services at this time, which does, without a doubt, impact students’ ability to cope with everyday stresses that can interfere with their academic progress. |
are also made aware of how to utilize inhalers properly, and to know when the attack has escalated to an emergency level.

Our occupational therapist services students on a one-to-one basis to build fine motor skills using bead stringing, buttoning activities, and placing pegs in holes. Gross motor skills are built through body movement and ball catching. Grapho-motor skills include pen holding, writing, learning spacing, and sizing.

Our physical therapist focuses on gross motor functioning, postural control, sitting, standing, and walking. He helps the children navigate their environment safely. He helps determine the equipment necessary to perform these skills. He is a part of a multi-disciplinary team and works with teachers, social workers, occupational therapists, and parents.
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
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<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
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</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
</tr>
</tbody>
</table>
Basic emergency supplies such as school supplies, books, glasses, and toiletries.

Educational services such as counseling, New York Road Runners program, academic intervention programs, and pen pal program.

<table>
<thead>
<tr>
<th>3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.</th>
</tr>
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<tbody>
<tr>
<td>N/A</td>
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</table>
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: 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.

Public School 121 attracts and retains Highly Qualified Teachers (HQT) by conducting a three-step interview process. The teaching candidates are interviewed in a preliminary interview. The candidates plan and execute a demo lesson. Finally, the candidates are interviewed by our panel. Resumes are screened and we strive to hire teachers that hold dual state certifications. We only consider candidates who have attended an accredited college. Candidates’ prior teaching experience and performance ratings are also a priority.

We provide teachers with meaningful opportunities for leadership that are at times paid, challenging and enriching, such as curriculum planning, mentoring, coaching, technology integration and professional development. We provide time for teachers to collaborate, reflect and develop plans to improve their teaching practices. We seek teacher feedback when creating schedules, especially during standardized testing and special events.

2b. High Quality and Ongoing Professional Development

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

Data are analyzed to inform teacher and grade specific professional developments.

Grade conferences and one-to-one meetings are used to extend the discussions.

New and struggling teachers are mentored on a regular basis. We have a supportive administration along with adequate resources and student materials, a safe environment, time for collaboration, ongoing professional development, reasonable class
sizes, and support personnel and current technology.

New teachers attend professional development over the summer and continues throughout the school year. Lead Teachers help analyze data and implement effective instructional practices. New teachers are partnered with veteran teachers. New Teachers inter-visit classes to observe good practices on their grade.

The goal is for teachers and paraprofessionals in all stages of their careers to learn from one another. New teachers can benefit from the knowledge and experience of their colleagues and new teachers can bring recent training in curriculum, classroom management and technology that can inform and reinvigorate long-time teachers.

Teacher professional learning sessions are differentiated and based on their current needs and performance in accordance with The Danielson Framework and their areas of weakness Advance observations conducted by the building administrator. Professional Learning Sessions are designed to improve the teaching practices of all professionals in the building and are adjusted as cycles of teacher observations are completed to continue to meet teachers' needs.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

At PS 121, we believe in collaboration and in using our Professional Learning Community to make decisions regarding the selection of assessments. Assessment options are presented as part of the School Leadership Team that contains representatives of all stakeholders; in turn, they contribute to decisions by sharing the opinions and choices of their constituents. Teachers also have an opportunity to discuss and weigh in assessment options during their secured teacher team sessions. Similarly, the administration shares assessment options as well as the final selections made via faculty conferences. The MOSL Committee evaluates assessments and makes recommendations for the school year to the principal; the principal elected to adhere to the MOSL committee’s recommendations.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. 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 consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>417828.00</td>
<td>(Refer to Galaxy for school allocation amounts)</td>
<td>Section 5A, 5B, 5C, 5D, 5E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>101,332.00</td>
<td>(Refer to Galaxy for school allocation amounts)</td>
<td>Section 5A, 5C, and 5D.</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>12,366.00</td>
<td>(Refer to Galaxy for school allocation amounts)</td>
<td>Section 5A, 5D, 5E</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>(Refer to Galaxy for school allocation amounts)</td>
<td></td>
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</table>

2018-19 CEP
**Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

The 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)**

(Required for All Title I Schools)

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a **Parent and Family Engagement Policy** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

### Parent and Family Engagement Policy

**Parent Involvement Policy (PIP) Template**

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

(Required for All Title I Schools)

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

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

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

**PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISION**

P.S. 121 QUEENS
Parent Involvement Policy

Statement of Purpose

P.S 121Q teachers and staff are committed to providing a quality educational program that will challenge all children to reach their potential. We believe when school and parents work together children succeed in school and throughout life. Neither home nor school can do the job alone. Parents play an extremely important role as children’s first teachers. Their support for their children and for the school is critical to their children’s success in every step along the way.

To ensure that basic skills and knowledge are taught, we will hold educators accountable for effective teaching, hold students accountable for learning, and encourage parental involvement in their children’s education. We will continually assess student growth in order to provide timely interventions and evaluate our instruction.

Additionally, P.S.121Q teachers and staff will work collaboratively with parents and our community in the development, evaluation, and refinement of our Title 1 program.

Parents’ Rights and Responsibilities

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

Development of the School Parent Compact

The development of the School-Parent Compact, as well as the Parent Involvement Policy, is a joint venture between parents, teaching staff, members of the School Leadership Team, and our Parent Coordinator. Our Parent Coordinator oversees the implementation of these documents as it relates to parents of our students.
During monthly Parent Teacher Association meetings, which are attended by parents, teachers, the Parent Coordinator and Principal, issues related to the education and welfare of our students are brought forth and discussed.

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

School/Parent Communication

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

Student Goals as per the Comprehensive Educational Plan (CEP)

#1—Parent Workshops

Throughout the school year a number of parent workshops are scheduled. Members of our staff and our Parent Coordinator conduct these workshops. Meetings cover many topics including, but not limited to, preparing students for the English Language Arts and Mathematics state exams, completing the middle school application, and an open house for students entering Pre-Kindergarten, Kindergarten and the Talented and Gifted. Parents are also encouraged to suggest meeting topics. As a result of these suggestions, we have begun a series of workshops on Health and Nutrition, and continue with our series of workshops on the Common Core Standards, and how they relate to student learning, etc. Through collaborative efforts parent workshops will now empower parents to have a voice. We feel parents can play as integral part in working with their children to understand central ideas of texts. In conversations with parents, we learn about their children. This, in turn, may assist in a child’s decision to research a specific topic of interest, and then write persuasively with conviction.

#2—Increase Parent Involvement

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

Support for Parents and Family Members of Title I Students
Workshop are held for parents of Title I students in order to meet the needs of students and their families.

### Parental Involvement and School Quality

Parents are encouraged to volunteer their time attend parent workshops, Family Fridays, and other school events. The Remind Application is used to send out messages for important school events. Parents are encouraged to join the PTA and to take on leadership roles by serving as a member of the SLT.

### Encouraging School-Level Parental Involvement

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

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

### School-Parent Compact (SPC)

SCHOOL-PARENT COMPACT

**P.S. 121 QUEENS**

126-10 109 AVENUE

**SOUTH OZONE PARK, NEW YORK 11420**

(718) 558-1560

The P.S. 121Q School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act (ESSA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This School-Parent Compact is in effect during school year 2018-2019.

### I. School Responsibilities: High Quality Curriculum

P.S. 121Q will provide high-quality curriculum and instruction in a supportive and effective learning environment that supports children in meeting the CCLS. There will be opportunities for students to exposed rigorous instruction through the use of Common Core aligned English Language Arts curricula. High order thinking skills and questions are embedded in both ELA and Math instruction. A three day cycle of close reading provides all students the opportunity to navigate complex texts.

### I. School Responsibilities: Supporting Home-School Relationships
School Responsibilities

The P.S. 121Q School will:

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

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

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

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

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

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

Specifically, those conference will be held:

Taking a Closer Look at Common Core Learning Standards

Middle School Choice

Dojo and My On

Preparing for Parent Teacher Conference

Parenting Support

Math Success

Strategies to Help Struggling Learner

Reading and Writing Success

Developing Your Child’s Language Skills

NYS Common Core ELA Test Overview and Strategies for Success

NYS Common Core Math Test Overview and Strategies for Success

Family Fridays

Open Houses

Road Runners Club

Chess Club
Social Media and our kids

Working with your child to succeed academically and socially in schools

Crisis Intervention

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

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

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing Parents Reasonable Access to Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:</td>
</tr>
</tbody>
</table>

*Our school prides itself on having wonderful parent teacher relationships.*

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

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

*Our administration has an open door policy.*

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing General Support to Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide parents opportunities to participate in their child’s class, and to observe classroom activities, as follows:</td>
</tr>
</tbody>
</table>

*Curriculum Night on*  

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

*Parents are also invited to monthly assemblies, Math Jeopardy, Spelling Bee, Addition Bee, Pumpkin Picking, Apple Day.*

<table>
<thead>
<tr>
<th>II. Parent/Guardian Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Responsibilities</td>
</tr>
</tbody>
</table>

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

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

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

*Monitoring attendance.*

*Talking with my child about his/her school activities everyday.*
Scheduling daily homework time and assigning homework done daily.

Providing an environment conducive for study.

Making sure that homework is completed.

Monitoring the amount of television my children watch.

Participating in school activities on a regular basis;

Attending family nights, shows, any family gatherings.

Participate in after school activities.

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

Attend all parent meetings.

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

Reading together with my child every day

“Children are made readers on the laps of their parents.” Emilie Bushwold

Providing my child with a library card

Making regular visits to the library.

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

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

Respecting the cultural differences of others.

Helping my child accept consequences for negative behavior.

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

Supporting the school discipline policy.

Expressing high expectations and offering praise and encouragement or Achievement.

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

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

<table>
<thead>
<tr>
<th>III. Student Responsibilities</th>
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<tbody>
<tr>
<td>At P.S. 121Q we set high expectations for all students. We believe that our students should be responsible for coming to school prepared to learn with an open mind and a willingness to learn new ideas. Our students are held accountable for their own learning through the use of checklist. Our students set personal goals and monitor their progress in achieving these goals.</td>
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</tbody>
</table>
Title III Supplemental Program for ELLs for the 2018-19 SY

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

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need.
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

---

**Part A: School Information**

Name of School: _______  DBN: _______

This school is (check one): ☒ conceptually consolidated (skip part E below)  ☐ NOT conceptually consolidated (must complete part E below)

---

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

The direct instruction component of the program will consist of (check all that apply):

- [ ] Before school  ☒ After school  ☐ Saturday academy

Total # of ELLs to be served: _______

Grades to be served by this program (check all that apply):

- [ ] K  ☒ 1  ☒ 2  ☒ 3  ☒ 4  ☒ 5  ☐ 6  ☒ 7  ☒ 8  ☐ 9  ☐ 10  ☐ 11  ☐ 12

Total # of teachers in this program: _______

- # of certified ESL/Bilingual teachers: _______
- # of content area teachers: _______

---

2018-19 CEP
Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____

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

The Columbia Reading and Writing Program, in conjunction with the MYON reading program will be used in the after-school program. MYON is an interactive program that teaches reading through interactive and technological access to a wide variety of texts and resources. These learning programs are at no cost to the program. This after-school program will help the ELL students with Math, Science and Social Studies. These students are also students, who after studying NYSESLAT, NYSITELL scores and formal and informal teacher assessments, are the students who can benefit from additional academic instruction. The after-school ELL teacher, who is certified to teach ESL, in conjunction with the Common Branches teacher, will focus on teaching strategies to acquire the English language through the use of content areas. Both after school teachers will implement various instructional strategies, such as demonstration and modeling with use of mentor texts, language enrichment activities, and programs to ensure that ELL students meet the standards. Academic language development focuses on language functions, structure, and vocabulary lessons which are all included as part of daily instruction. We always work in congruence with the classroom teacher, and instruction is designed to facilitate the learning of various proficiency levels. We use Wonders Reading and Writing Program for the acquisition of English language skills in ELLs. The ELL after-school program utilizes various scaffolding strategies. Our program is student-centered and instruction is based on the students’ needs and interests. Our instruction is based upon the Common Core State Standards. The focus of our after-school Title 3 program, is to provide integrated language and content-embedded instruction to support language development through language-focused scaffolds. In order to provide home language support, the after-school teacher can organize collaborative tasks that target content and generate interactions in the home language among peers. Tasks should be enriched with academic English language development

The ELL after-school teachers facilitate learning by providing specific, amplified instructional strategies to aid in the students’ English language growth. There will be scaffolding techniques that are used for academic instruction, including templates and graphic organizers. Language learning topics are topics with which students are familiar, and the teacher usually models and demonstrates literacy skills. Math activities for students are also enabled by hands-on activities
### Part B: Direct Instruction Supplemental Program Information

with manipulatives. These support services will emphasize test-taking strategies for both the ELA and Math state tests, ways to decode academic language and a focus on understanding the language component in comprehension activities.

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

All records including student attendance and program notification in parents’ preferred languages will be kept in a central location, such as the ENL teacher’s office and copies of these documents will be kept in the students' cumulative folders.

### Part C: Professional Development

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

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

Begin description here: _______

There are monthly staff development sessions, where the ELL teacher discusses several instructional methods that can be used by classroom teachers to aid in achieving English language proficiency of ELL students. These topics are presented during staff development sessions that will be offered every other month, during Professional Learning sessions. Agendas will be distributed with workshop details and attendance sheets are maintained. These sessions are held on Mondays on a monthly basis, from 2:30-3:30 p.m.

The ELL teacher, who is providing these professional developments, will also attend bi-monthly meetings with the Borough Field Support Center, in order to receive training on ways to achieve academic success for ELL students. The ELL after school teachers are also encouraged to attend these sessions, and when unable to do so, is provided a staff development session with the ELL teacher who shares this workshop information. Some of the topics to be covered are-Teaching ELLS through aligning the Common Core State Standards with Instruction, Integrating Vocabulary through Language, Ways to Scaffold Language etc. Teachers who work with ELLs will also be encouraged to attend these monthly meetings with the Borough Field Support Center. We are making every effort to encourage non-ELL certified staff who work with ELLs to participate in ongoing workshops that are held by the Borough Field Support Center.

Professional development will positively impact the progress of ELLs because both the ELL teacher and classroom teachers will understand how language works well enough to select materials that will help them to plan instructional activities that will optimize language and literacy learning to avoid linguistic obstacles to content area learning. The rationale for ongoing professional development is that there is always a need for teachers to learn new instructional strategies, and gives them the opportunity to practice, research and reflect on instructional goals. This professional development is at no cost to the program.
Part D: Parental Engagement Activities

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

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

Begin description here:

P.S. 121 Q will have ongoing workshop sessions for the parents of all ELL students. These meetings will focus on language development activities, and will be conducted once a month for two hours. They will be held on Tuesdays for a total of eight sessions. There is a need for more ELL parent involvement in our school, based on parent survey forms. Since there is a correlation between successful parent involvement and successful student achievement, parents will be informed about language learning activities that they can practice at home. The ELL teacher and Parent Coordinator will provide translators at these meetings, and parents will also be informed about community activities that will facilitate language learning activities for their children. Invitation letters will be sent home to all ELL parents and these workshop sessions will target all parents who are the parents of our current and former ELL students. Translated parent letters will be sent home to notify parents of meetings.

Mrs. Green, the ELL Coordinator, along with Mrs. Garrett, the Parent Coordinator, will conduct these meetings and some topics to be covered are- Ways to help your child with Homework, Ways to teach Language on an Everyday Basis, Helping your child through the use of literature. Our parent community tends to prefer having workshops during the school day. Therefore, Mrs. Green and Ms. Garrett will be hosting workshops during the school day. These workshops will be held on a bi-monthly basis, from 8:00-8:30 a.m. Based on our observations, we will address at home techniques to enhance language learning using manipulatives and language learning games. These games will also be sent home with the parents.

Parents will be notified of these meetings by phone calls and letters sent home. These letters will be sent home in the parents' preferred languages. Records, such as agendas and attendance sheets will be stored in the ELL teacher's office and copies will also be kept in the students' cumulative folders.

Part E: Budget

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

Allocation Amount: $ ___

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>____</td>
<td>____</td>
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<tr>
<td>- Per session</td>
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<td></td>
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<tr>
<td>- Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>- High quality staff and curriculum</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Part E: Budget

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

Allocation Amount: $______

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development contracts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Queens</td>
<td>121</td>
</tr>
</tbody>
</table>

| School Name | P.S. 121 |

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Ms. Vadi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>Ms. Zovich</td>
</tr>
<tr>
<td>Coach</td>
<td>Ms. Brand</td>
</tr>
<tr>
<td>Coach</td>
<td>N/A</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Ms. Green</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Mr. Flores</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Ms. Brand/Reading Specialist</td>
</tr>
<tr>
<td>Parent</td>
<td>Ms. Seeraram</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Ms. Rawlins/Computer</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Ms. Garrett</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Ms. Crisafi/IEP Teacher</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Ms. Rousseau</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Ms. Sarduy</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

| Number of certified ENL teachers currently teaching in the ENL program | 1 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of bilingual language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 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 |

D. Student Demographics
Part II: ELL Demographics

A. ELL Programs

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

- Transitional bilingual education program (TBE)
- Dual language program (DL)
- Freestanding ENL

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

**Bilingual Program Breakdown**

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
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<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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<tbody>
<tr>
<td>TBE</td>
<td>0</td>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   The ELL teacher is trained to use a variety of assessment tools, and will utilize formative and summative assessments in the beginning, intermediate and advanced range of English abilities to ensure student progress. Currently we are using Reading Streets Unit Tests, ELA Scores, Interim Assessments, Fountas and Pinnell Running Records, and of course, Kid Watching to assess the early literacy skills of ELL students. The ELL teacher will combine students’ informal assessments with standardized data to measure individual progress and help drive instruction. Continuous collaboration between the ELL teacher and classroom teachers to ensure curriculum alignment and academic progress of ELL students continues to be an ongoing priority to achieve this goal and objective. The evidence that P.S. 121 is on track with this goal and objective is the academic progress of ELL students as is evident in ELA scores, interim assessments, classroom progress indicators and NYSESLAT scores. Our school’s instructional plan will include a curriculum that incorporates ways that the academic needs of ELLs can be met after
the analysis of instructionally relevant data. The EDAT online assessment tool allows the ENL teacher to analyze the data patterns of our students which allows the teachers to determine learning groups using all available data. This data allows all teachers to create differentiated activities and lessons to address the needs of the ELL students.

2. What structures do you have in place to support this effort?
To address the needs of ELL students in the areas of reading and writing, the ELL teacher has set up small task-oriented groups, in which students have purpose and direction for comprehensive reading assessments and confidence in their writing approaches. The ELL teacher provides students who are less proficient in the English language the necessary time to interact with those who are more proficient, and also to use Readworks.org, Myon.com and Mathletics.com and other online instructional tools that these students can access on their individual mini-ipads.

Our ELL program utilizes data to create a balanced approach to literacy, including high-quality instructional practices that facilitate academic progress. We use the Reading program called Reading Streets. Close Reading Strategies, annotating the text, and using text-based evidence questioning are embedded into the program. Students work in specific groups (based on learning needs as per data) looking for text based evidence related to essential questions designed to promote critical thinking.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

The ELL teacher is trained to use a variety of assessment tools, and will utilize summative assessments in the Entering, Emerging, Transitioning, Advanced and Proficient range of English abilities to ensure student progress. Currently we are using Reading Streets Unit Tests, ELL Periodic Assessments, Fountas and Pinnell Running Records, and of course, Kid Watching to assess the early literacy skills of ELL students. The ELL teacher will combine students’ informal assessments with standardized data to measure individual progress and help drive instruction.

According to the NYSESLAT Modality Analysis, the majority of our students are proficient in listening and in speaking with several students performing in the advanced level of proficiency. Our students are performing lower on the reading and writing section of the NYSESLAT. We continue to use the reading program, Wonders, and the program, Reading Streets. These programs include a rich vocabulary, and exposes students to a variety of non-fiction literature, with multiple opportunities to scaffold students' learning and several ELL resources.

4. What structures do you have in place to address interventions once the summative data has been gathered?
The ELL teacher will combine students’ informal assessments with summative data to measure individual progress and help drive instruction. Continuous collaboration between the ELL teacher and classroom teachers to ensure curriculum alignment and academic progress of ELL students continues to be an ongoing priority to achieve this goal and objective. The evidence that P.S. 121 is on track with this goal and objective is the academic progress of ELL students as is evident in interim assessments and classroom progress indicators. Students are exposed to a variety of non-fiction literature, with multiple opportunities to access several ELL resources. The school leadership, ELL teacher, and classroom teachers use the data results from the NYSITELL and the NYSESLAT to create an action plan to meet the needs of all of the students. The results help in planning instructional curriculum, professional development, academic intervention, and the purchasing of materials in order to meet the needs of the ELL students.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5)? (Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.)

Beyond screening and identification for ELL services to support language development, the ELL student also takes part in RTI screening to assess whether his/her literacy skills and competencies are meeting grade level benchmarks. If an ELL student is flagged as at-risk or below-benchmark on any particular skill or competency, the student should receive targeted instructional
This support should be delivered in coordination with language support services. For ELLs, the first focus should be on improving the quality of core instruction and making sure that most students have ongoing, high-quality opportunities-to-learn and are succeeding. Our school is currently using the Wonders Reading program to address the academic needs of these students.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)

An analysis of NYSITELL scores for the current year shows that 40% of ELL students are on the beginner level, while the other 60% were proficient, and did not need ELL services. An analysis of NYSESLAT scores showed that 17% of students are on the beginner/entering level, 23% are on the intermediate/transitioning level and 50% are on the advanced/commanding levels and 10% are on the commanding level.

Our intermediate and advanced ELLs consistently perform better in the areas of speaking and listening than reading and writing. Our ELL teachers will use this information to guide curriculum planning and overall learning goals.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

In order to maximize English language acquisition for ELLs, the ESL and classroom teachers will work closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of ELLs. ELLs will be assigned the mandated minutes of ESL instruction aligned to CCLS. Students who show insufficient growth on reading assessments will receive an additional 30 minutes per day in literacy instruction using a reading intervention focused on helping them achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition, and writing).

Teacher teams, which includes the ESL teacher meet weekly to analyze student data, look at student work, and collaboratively plan instructional lessons focused on meeting the needs of our ELL population. The team also meets to analyze and discuss data, plan and organize assessments and outline an academic action plan to meet the needs of the students. The school leadership, the ESL teacher and the classroom teachers use the data results from the assessments outlined above to create an action plan for each student.

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### Part IV: ELL Programming

#### Programming and Scheduling Information

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

   a. Freestanding ENL program.

      The ENL program is a combination of push-in and pull-out program, and students are grouped by grade, and have mixed proficiency levels. Our integrated ENL is based on instruction to build English language skills through content area instruction. It is delivered by an ELL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL. The ESL teachers work collaboratively to plan and schedule the program with the assistance of the supervisors in order to make sure that each student receives their mandated services he/she is entitled to. All students who are required to receive ESL are being serviced according to the mandated times.

   b. TBE program. *If applicable.*

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

   Our beginning and emerging students receive at least 360 minutes of study per week of ENL instruction. Our transitioning and expanding students receive at least 180 minutes per week of ENL instruction. Weekly, students that are Entering (Beginning) and Emerging (Low Intermediate) Levels receive 360 minutes of explicit ENL/ELA instruction in their ENL classroom; Transitioning (High Intermediate) and Expanding (Advanced) Levels receive 180 minutes of explicit ENL/ELA instruction in their ENL classroom; and Commanding (Proficient) Level receive 90 minutes of explicit ENL/ELA instruction within their classrooms. Teachers push-in to classrooms during ELA instruction and provide explicit ENL support during this time. The pull-out portion of the program includes small group and/or one-to-one support.

   For at least 2 school years following the school year in which students have achieved Commanding proficiency, our proficient students will receive:

   At least (90 mins.) per week of ENL/ELA or another content area, or other services that monitor and support their English language growth.

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

   In our push-in ENL program, there are explicit language objectives in English with the appropriate/applicable ELL standards-based supports for comprehension in order to communicate a clear and explicit purpose for instruction. There is rigorous academic language used by teacher and students in English with the appropriate level of ELL scaffolds for comprehension that encourages evidence-based discussions and writing through specific, thought-provoking questions about common text or subject matters (including illustrations, charts, diagrams and audio/video). Instructional approaches include, but are not limited to building content knowledge, exposure to the world through reading, and the implementation of scaffolding strategies for informational texts. These are key concepts that are in alignment with the Common Core Learning Standards. Native language support—such as using bilingual dictionaries, native language classroom libraries, technology enrichment in the native language, or the buddy system are used for the content area in our ENL program. They are given materials in their native language as well as in English. The teachers provide the students with extra support by teaching small group lessons and by incorporating group activities into their lessons. ENL students with language needs are partnered with students who can assist them in their native language. Teachers provide the students with dictionaries in their native language to assist them with the unfamiliar content area vocabulary. Word walls with pictures are displayed around the room to help the ENL students learn the content area vocabulary.

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

   Our school will maintain accurate student records, and ensure that throughout the year, all students will be evaluated in their home languages as indicated on the HLQ, and maintained in school records.

5. How do you differentiate instruction for each of the following ELL subgroups?
a. SIFE
b. Newcomer
c. Developing
d. Long Term
e. Former ELLs up to two years after exiting ELL status

Sife students are initially assessed by the NYSITELL tests, and upon completion of this entrance assessment, students are placed into their specific proficiency levels. The academic instructional plan for SIFE students includes teaching English language skills, utilizing easy to read literature, which contains an array of illustrations and large print words. This use of large print enables students to make a personal connection to the English language. In addition, the SIFE students are placed in an environment which utilizes alternative assessments, such as the students creating illustrations to depict picture to word associations.

ELLs who have been in the country for less than 3 years will participate in small group, task-oriented learning situations that guide the production of the English language, both in the verbal and written forms. These students will be supported in the classroom with supplementary information, pictures, and vocabulary charts to help them.

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

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

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

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

Special education and the ENL teacher collaborate monthly to determine the short term academic and linguistic goals for each ELL student with special needs, as these evaluations should be progressive and open to change, as per the student’s individual education plan. Differentiated lessons will be tailored in order to meet the academic needs of these students. Teaching strategies to facilitate the ELL-SWD students include small group instruction that emphasizes peer group work. The ENL teacher will incorporate different ways to present the information, for example, the teacher will provide visual aids or story read alongs on tape to address the visual and auditory learners. Students will be given differentiated graphic organizers to meet their individual learning needs and styles. The Wonders Reading program, along with the Reading Streets program are the programs that we use to address the language learning needs of these students. These teachers use a research-based Reading Program, "Fundations " as well as, immersing their students in small guided reading groups aligned to their reading comprehension level.

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

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

The majority of our ENL-SWD children are enrolled in our CTT (Collaborative Team Teaching) Classes. The CTT classes have two teachers (one certified in general education, and the other certified in special education). These teachers co-teach, and plan lessons that are aligned to the diverse needs of the children. Our SETSS specialists also push-in to classes to provide additional academic enrichment.
8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

P.S.121 has an after school program for ELLs on Wednesdays and Thursdays from 3:00 p.m. to 4:30 p.m. that starts in December of 2017. ELL students from grades 2-5 will be encouraged to enroll in this program. Instruction will be delivered in English and the teacher is a fully certified ELL teacher. She facilitates learning by providing specific, amplified instructional strategies to aid in the students’ English language growth. There are scaffolding techniques that are used for academic instruction, including templates. Language learning topics are topics with which students are familiar, and the teacher usually models and demonstrates literacy skills. Math activities for students are also enabled by hands-on activities with manipulatives. Early phonics readers, big book readers, sight word readers, vocabulary cards, graphic organizers and computer language learning activities are used to support ELLs. Photo tiles are also a teaching tool that can enhance beginner language learning activities.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

P.S. 121 will continue to install and use Promethean boards as instructional aids and it is our goal for every student to be afforded the use of Ipad to learn through technology. ELLs will be able to enhance their learning by keeping a learning log and researching for their non-fiction reading and writing. Many of our ELLs are not afforded the opportunities of using technology at home, so exposure to technology to enhance learning is a valuable learning experience. We are constantly reviewing our instructional programs and we have been utilizing a new, supplemental reading program, "Readworks" for grades k to 5, in addition to Engage NY ELA.

10. If you had a bilingual program, what was the reason you closed it?

N/A

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs are encouraged to participate in all programs through letters sent home or meetings with parents. ELL students are encouraged to attend the afternoon enrichment sessions, or the after school program. We also have dance, drama, basketball clubs and Student Council with which our ELL students are actively involved. We also have an ESL after school program offered to ENL students for reading and math. Parents are contacted by letters sent home along with follow-up phone calls. These after-school sessions are twice a week for approximately 45 sessions.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Our ELL students learn through exposure to interactions with technology, such as Promethean boards and mini I-pads. The classroom libraries and instructional materials are aligned with the school’s Common Core curriculum and reflect the home language/s of our ELL students. The ENL teacher and classroom teachers have a wide variety of materials to use across the curriculum areas. There are book rooms in the school for the ESL teacher to borrow big books, books on CD, leveled books, and picture books. Our library has received new independent and guided reading books aligned to literacy unit themes. Students are also provided with mini I-pads for the use of academic enrichment.

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

In the ENL program model, native language support is used in the ENL program by the staff that speak the languages of our ELL students. Native language books are also available in our classroom and school library. Native language support is systematic and available in all classrooms, and is evident through the availability of native language glossaries, dictionaries and materials. Children are sometimes paired up with children who speak the same language and are proficient in English.
14. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. All services are provided for ELLs on all levels such as guidance, speech and SETTS.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs' needs (academic, linguistic, socioemotional) are met? Our school does not share a building.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

There is a packet that is sent home to newly enrolled ELL students before the beginning of the school year. This packet includes fun activities that incorporate language and learning, while offering suggestions for at-home homework help. These packets are sent home in translated versions. These packets are also given to new ELLs who register throughout the year. We also have parent workshops for parents of newly enrolled ELLs that focus on helping parents to navigate throughout the school process.

17. What language electives are offered to ELLs?
Paste response to question here: n/a

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPS and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?
Paste response to question here: n/a

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 and non-pedagogic staff.) 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?

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

Professional development dates are monthly and are held on Mondays during the school’s professional development sessions. The ENL teacher also attends monthly workshops hosted by Mr. Pierre Galvez that teach different ways and methods to teach language and teaching strategies that will enhance the learning of ELL students. These sessions are ongoing and provide invaluable insight into the different teaching techniques that can enhance English Language learning, while aligning teaching with the Common Core Learning Standards.
Some topics that will be covered at professional development sessions for our staff are:
- Workshops on key concepts in second language acquisition theory.
- Workshops on best practices for teaching ELLs in the mainstream classroom. These best practices will be aligned with the Common Core State Standards.
- Workshops on using technology to differentiate instruction.

2. 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.

   The ENL teacher will work in conjunction with the school's administrative team to formulate an academic follow-up curriculum that will be distributed to those ELL students who will be transitioning to middle/high schools.

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

Parental Involvement

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

   There are bi-monthly parent meetings that are facilitated by the ELL teacher that provide information about the goals of the ELL program, language proficiency assessment results and student language development needs throughout all content areas.

   The ELL teacher maintains attendance records of parent meetings, which are followed up with phone calls to parents who are unable to attend. Convenient times are scheduled for parents.

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

   There are also ELL parent information sessions, that are facilitated by the ELL teacher and the Parent Coordinator. These sessions inform parents on how to interpret test results and how to address their children’s learning needs at home.

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

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

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

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

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

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Evelyn Vadi, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interrupted-inconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

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<tr>
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<tr>
<td>Mrs. Zovich</td>
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<tr>
<td>Mrs. Garrett</td>
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<td>ENL/Bilingual Teacher</td>
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<tr>
<td>Mrs. Sookhoo</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
<td>Sasha</td>
<td>Green</td>
<td>ENL Teacher</td>
<td>Yes</td>
</tr>
<tr>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

Written and oral language preference data is collected by reviewing the Adult Preferred Language Report forms and entered by the school staff into ATS.

Student registration forms, Home Language Identification Surveys and Emergency Contact Cards are regularly generated and reviews are conducted of current ATS reports which include preferred languages for parents of our school community.

Upon reviewing school surveys that were distributed to classroom teachers, parent coordinator and administrators, it was evident that school letters concerning after school programs, promotion in doubt, class
placement, student progress, special education and the school programs were often not acknowledged, returned or signed by parents of ELL learners, who speak languages other than English. This lack of acknowledgement is due to these letters not being written in the native language, therefore leading the school community to provide translated versions of all pertinent school communication.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>3</td>
<td>0.31</td>
<td>3</td>
<td>0.31</td>
</tr>
<tr>
<td>Bengali</td>
<td>39</td>
<td>4.08</td>
<td>40</td>
<td>4.19</td>
</tr>
<tr>
<td>Chinese</td>
<td>1</td>
<td>0.1</td>
<td>1</td>
<td>0.1</td>
</tr>
<tr>
<td>Haitian Creole</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.1</td>
</tr>
<tr>
<td>English</td>
<td>863</td>
<td>90.37</td>
<td>852</td>
<td>89.21</td>
</tr>
<tr>
<td>Punjabi</td>
<td>13</td>
<td>1.36</td>
<td>14</td>
<td>1.47</td>
</tr>
<tr>
<td>Spanish</td>
<td>33</td>
<td>3.46</td>
<td>38</td>
<td>3.98</td>
</tr>
<tr>
<td>Urdu</td>
<td>3</td>
<td>0.31</td>
<td>6</td>
<td>0.63</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

| N/A |

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 121 plans to provide parents with translated versions of pertinent school letters (such as parent-teacher announcements, after-school parent information, New York State testing dates and guidelines) and they will also be</td>
<td>This will be done in September and throughout the year as new parents and students become part of our school community.</td>
<td>The certified ENL teacher sends ENL continuation, entitlement and non-entitlement to parents in home languages (using translated forms from the DOE website).</td>
</tr>
</tbody>
</table>
provided with translated versions of discipline guidebooks, report cards and student agenda handbooks. Upon registration and after filling out the Home Language Identification Surveys, the home languages will be determined, and after reviewing the RAPL report, the necessary documents will be translated and distributed to parents. This will be done in September, and throughout the year as new parents and students become part of our school community.

Documents that need to be translated are submitted by emailing the forms and documents to translations@schools.nyc.gov.

There will be ongoing distribution of pertinent school documents throughout the year, to parents. For letters and written communication in other languages for which forms are not available on the DOE website, translation services are requested from the Translation and Interpretation Unit by the Parent Coordinator.

When staff are unavailable to translate forms, they are sent by the Parent Coordinator to the DOE’s Translation and Interpretation Unit for translation 3 weeks before letters are to be sent to families.

We will be using "The Big Word" Translation services for languages that our school personnel does not speak.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are scheduled Curriculum meetings, Parent Association meetings and Parent Teacher conferences. These meetings are held in September, March and May. There are monthly ELL parent orientation meetings, that focus on ELL parent orientation for new parents or parent development sessions. There are also phone calls made to parents from our School Based Support Team or guidance counselor.</td>
<td>In September, March and May, there will be parent meetings that are geared towards meeting the needs of the ENL parents. There will also be ongoing ENL Parent Orientation meetings for new ENL parents.</td>
<td>There are staff members who are fluent in Spanish and Punjabi. These staff members are available for phone and in-person parent conferencing. Guidance counselors, teachers and other staff are encouraged to use the DOE Translation Unit for translations other than those above. We will be using &quot;The Big Word&quot; Translation services for languages that our school personnel does not speak.</td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Staff will be trained to use the 3-way call system to add Language Line to incoming calls in case of an emergency.

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

The Translation and Interpretation Brochure is disseminated to staff each September by the Language Access Coordinator. Also, all teachers and staff receive a copy of the "I speak.." card which includes the phone number for over-the-phone interpretation services. We will also work to schedule a professional development session specifically on translation and interpretation services.

**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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

There will be multilingual welcome posters posted in a prominent location. Parents will have access to Language Access and "I Speak" cards. All parents will be provided with -

1) A copy of the Parents' Bill of Rights
2) A copy of the Achieve NYC Guide
3) A copy of the Parent Guide to Language Access

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?
A parent survey will be distributed on a bi-monthly basis to obtain feedback from parents about the quality and availability of the school's translation and interpretation services. These will be evaluated by the Language Access Coordinator and improvements or updates will be made if the need arises.