



P.S. 130

2009-10

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: P.S. 130

ADDRESS: 200-01 42 AVENUE, QUEENS, NY, 11361

TELEPHONE: 718-357-6606

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 25Q130 **SCHOOL NAME:** P.S. 130

SCHOOL ADDRESS: 200-01 42 AVENUE, QUEENS, NY, 11361

SCHOOL TELEPHONE: 718-357-6606 **FAX:** 718-428-5927

SCHOOL CONTACT PERSON: Michelle Contratti **EMAIL ADDRESS** mcontra@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Frances Gunther

PRINCIPAL: Michelle Contratti

UFT CHAPTER LEADER: Jo Ann Sorensen

PARENTS' ASSOCIATION PRESIDENT: Suzanne Kwon

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 25 **SSO NAME:** Integrated Curriculum and Instruction Learning Support Organization

SSO NETWORK LEADER: Miller, Peggy

SUPERINTENDENT: Diane Kay

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Michelle Contratti	Principal	
Fran Gunther	UFT Member	
maureen reidy	UFT Member	
Laurie Careddu	AIS teacher/UFT	
Suzanne Kwon	Parent	
Winnie Young	Parent	
Jacklyn Mehran-Bolkovic	UFT Member	
Jennifer Ferrara	Parent	
Jennifer Reich	Parent	
Jody Harkavy	Parent	
Kelly Sinanis	Parent	
Jo Ann Sorensen	UFT Chapter Leader	

*** Core (mandatory) SLT members.**

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P.S. 130 opened in September 1987 as the first District 25 Early Childhood School for Science and Technology and now serves kindergarten through third grade. Students learn in a child-centered environment. Evidence of the students' work is displayed prominently throughout the school. The mission and vision of P.S. 130 as an early childhood school promote a developmentally appropriate curriculum with a focus on balanced literacy, problem-solving in mathematics and science, hands-on technology, community and global exploration in social studies, and creativity in expressive arts. The staff promotes life-long learning skills by challenging students to be explorative and critical thinkers. The principal supports this mission by aligning resources, budget and professional development.

Partnerships with Outside Organizations:

Partnerships with outside organizations foster a rich learning environment.

- Teachers College Reading Writing Project - Project school with Columbia University Teachers College for over a decade. TC staff developers, in collaboration with a full-time literacy coach, work with teachers to plan for rigorous literacy instruction. Teachers attend workshops at Columbia.
- Lincoln Center Institute Focus School. The program integrates music, drama, visual arts and dance.
- Flushing Council on Culture and the Arts- Chorus is provided for students once a week.
- Model Inclusion Program - Eight multiple handicapped students from PS 993 are supported by inclusion teacher and paraprofessionals.

Specialty Programs:

There are full-time cluster programs of science, technology, movement, and expressive arts.

- Our Science program involves students with experiments and a hands-on program.
- Our Technology program provides all students computer instruction with classes for all students in the new computer lab. Teachers and students use wireless laptops and SMART Boards.
- Our school has 3 Integrated Co-Teaching classes which integrate students with special education needs and general education students.
- The Expressive Arts program encourages creativity and exploration.
- The Movement program encourages health and fitness.

Professional Development:

Ongoing, differentiated Professional Development for staff is driven by data, interest and its application to teaching and learning. Staff members are lifelong learners and attend courses, meetings, conferences and workshops. They are updated on the latest professional instructional practices in their area of instruction, including TEACHERS COLLEGE, leadership, assessments and data, Inquiry Team, and Special Education.

Parent/Family Involvement:

Family involvement is an essential and vital part of students' academic and social success. Parent

volunteers are in classrooms to assist teachers, co-facilitate the library, and attend workshops. Parents participate in a Family Reading Buddies Programs. The P.T.A. contributes financially to students' education through fund-raisers. Parents participate in the School Leadership Team.

Acknowledgement and Honors for P.S. 130:

- Honored as mentoring school for writing and as a Collaborative Community of Practice school (CCP) for 5th year. Educators visit from other schools from NYC, NYS and nationwide.
- Rated as one of the best NYC elementary schools in the book New York City's Best Public Elementary Schools: A Parents' Guide by Clara Hemphill and Pamela Wheaton.
- 100% of students in 2009 met or exceeded standards in the NYS ELA and Mathematics Assessments.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 130						
District:	25	DBN:	25Q130	School BEDS Code:	342500010130		
DEMOGRAPHICS							
Grades Served:	Pre-K		3	√	7		11
	K	√	4		8		12
	1	√	5		9		Ungraded
	2	√	6		10		
Enrollment				Attendance - % of days students attended :			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		95.4		
Kindergarten	104	71	89	Student Stability - % of Enrollment :			
Grade 1	97	88	65	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	92	95	72		99.4	98.4	96.7
Grade 3	44	0	0	Poverty Rate - % of Enrollment :			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		21.0	26.7	24.2
Grade 6	0	0	0	Students in Temporary Housing - Total Number :			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		0	0	1
Grade 9	0	0	0	Recent Immigrants - Total Number :			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		0	1	1
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	0	1	0	(As of October 31)	2006-07	2007-08	2008-09
Total	337	331	308		0	1	1
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	3	0
# in Collaborative Team Teaching (CTT) Classes	8	20	22	Superintendent Suspensions	0	0	0
Number all others	21	16	13	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0		18	23	24
# receiving ESL services only	53	53	41	Number of Teachers	18	23	24

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	3	0	Number of Administrators and Other Professionals	2	5	4
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	0
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	95.8
				% more than 2 years teaching in this school	77.8	60.9	54.2
				% more than 5 years teaching anywhere	55.6	47.8	50.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	94.0	96.0	100.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	100.0
American Indian or Alaska Native	0.0	0.0	0.0				
Black or African American	3.3	1.5	0.6				
Hispanic or Latino	8.3	9.7	10.7				
Asian or Native Hawaiian/Other Pacific Isl.	67.4	68.9	68.2				
White	21.1	19.9	18.5				
Male	52.5	51.7	49.4				
Female	47.5	48.3	50.6				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject		0	0	0	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:		Overall Evaluation:	√
Overall Score:		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment:		Quality Statement 2: Plan and Set Goals	√
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	√
School Performance:		Quality Statement 4: Align Capacity Building to Goals	W
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	√
Student Progress:			
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:			

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
– = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

MAJOR FINDINGS:

SCHOOL'S ACCOMPLISHMENTS AND STRENGTHS:

- OVER THE PAST FOUR YEARS, PERCENTAGES OF STUDENTS SCORING PROFICIENCY LEVEL 4 ON NYS ENGLISH LANGUAGE ARTS (ELA) HAS INCREASED AND THE PERCENTAGES OF STUDENTS SCORING ON PROFICIENCY LEVEL 3 HAS DECREASED, LAST YEAR, THE PERCENTAGE OF STUDENTS SCORING ON PROFICIENCY LEVEL 2 DECREASED WITH NO STUDENTS IN LEVEL 1. SEE THE ATTACHED SPREADSHEET UPLOADED TO THE SCHOOL'S DOCUMENTS AS EVIDENCE OF THE DATA.
- OVER THE PAST FOUR YEARS ON THE NYS MATHEMATICS ASSESSMENTS, ON THE AVERAGE, 75% OF STUDENTS HAVE SCORED ON PROFICIENCY LEVEL 4. FROM 2006 TO 2009, NO STUDENTS SCORED AT LEVEL 1 AND ONLY 1% IN 2007, SCORED AT LEVEL 2. SEE THE ATTACHED SPREADSHEET UPLOADED TO THE IN SCHOOL'S DOCUMENTS AS EVIDENCE OF THE DATA.
- DIFFERENTIATING INSTRUCTION BASED UPON DATA HAS BEEN AN ONGOING PROCESS. PEDAGOGUES ASSESS THEIR STUDENTS IN SEPTEMBER AND REFER TO JUNE 2009 STUDENT RESULTS. EACH CLASS AND GRADE LEVEL ASSESSES, COLLECTS, AND ANALYZES DATA IN CORE CURRICULA AREAS TO DRIVE INSTRUCTION AND PROVIDE FOR DIFFERENTIATION. STUDY GROUPS REFINE BASELINE ASSESSMENTS THAT ARE SHARED GRADE-WIDE. AFTER ANALYZING THE BASELINE DATA, TEACHERS PLAN FOR SMALL GROUP AND INDIVIDUAL INSTRUCTION BASED UPON STUDENTS' NEEDS. CURRICULUM CALENDARS ARE REVISED TO REFLECT THE INSTRUCTIONAL NEEDS OF EACH CLASS AND GRADE. DATA SPECIALIST, IN COLLABORATION WITH THE CLASSROOM TEACHERS AND THE CORE INQUIRY TEAM, INPUT THE STUDENTS' DATA INTO SPREADSHEETS FOR CHARTING, ANALYSIS AND SHARING WITH THE WHOLE STAFF. LITERACY DATA IS ENTERED ONLINE INTO TC ASSESSMENT PRO. THIRD GRADE TEACHERS AND SPECIALISTS UTILIZE THE PERIODIC ASSESSMENTS THROUGH ACUITY FOR ANALYSIS OF STUDENT PROGRESS AND NEEDS.
- INDIVIDUAL AND GROUP GOALS IN READING, WRITING, MATH, SCIENCE AND SOCIAL STUDIES ARE CREATED BASED UPON THE COLLECTED DATA.
- UPON ANALYSIS OF RUNNING RECORDS AND WORD LIST ASSESSMENTS, DATA REVEALS THAT OUR STUDENTS ARE EXCELLENT DECODERS WITH 93% MEETING OR EXCEEDING STANDARDS AS EVIDENCED BY JUNE REPORT CARDS AND SEPTEMBER BASELINE DATA. AFTER CAREFUL ANALYSIS OF THE COMPREHENSION SECTION OF THE RUNNING RECORDS, IT WAS DETERMINED THAT THOSE STUDENTS WHO

WERE IDENTIFIED AS NEEDING INSTRUCTION IN COMPREHENSION AND ACCURACY WERE TARGETED. THOSE STUDENTS DEMONSTRATE DIFFICULTY IN ADVANCING TO THE NEXT INDEPENDENT READING LEVEL.

- THE INQUIRY PROCESS AND THE ANALYSIS OF DATA ENABLE US TO IDENTIFY COHORTS OF STUDENTS IN ALL GRADES TO SUPPORT THEIR ACADEMIC NEEDS. ACTION PLANS, IMPLEMENTED BY INQUIRY TEAM MEMBERS, CLASSROOM TEACHERS AND SPECIALISTS, PINPOINT SPECIFIC LEARNING TARGETS.
- FUNDING THROUGH RESOLUTION A GRANTS PROVIDED A TECHNOLOGY UPGRADE THROUGHOUT THE SCHOOL. NEW LAPTOPS, A NEW COMPUTER LAB, SIX SMART BOARDS, AND DOCUMENT CAMERAS PROVIDE TOOLS TO ENHANCE TECHNOLOGY INTEGRATION FOR TEACHING AND LEARNING AND ALSO PROVIDE TOOLS FOR TEACHERS TO COLLECT AND USE DATA.
- OUR 2008-2009 LEARNING ENVIRONMENT SURVEY REFLECTED AN INCREASE OF 8% IN THE AREA OF COMMUNICATION.

CHALLENGES:

- LIMITED FUNDING, CAUSED BY BUDGET CUTS, CONTINUES TO BE A CHALLENGE. LAST YEAR WE WERE FACED WITH A BUDGET REDUCTION AND THIS YEAR WE RECEIVED AN ADDITIONAL REDUCTION. DECISIONS ABOUT PERSONNEL RESOURCES, MATERIAL RESOURCES AND DISCRETIONARY PROGRAMS REQUIRED GREAT REFLECTION, PLANNING AND COLLABORATIVE THINKING TO MAINTAIN OUR HIGH STANDARDS FOR OUR LEARNING ENVIRONMENT AND ACHIEVEMENTS. IN ADDITION, THIS YEAR'S REGISTER LOSS COMPOUNDS OUR FINANCIAL CHALLENGES.
- EARLY CHILDHOOD SCHOOLS (K-3) DO NOT RECEIVE ACCESS TO THE REPORTING SYSTEMS AVAILABLE TO OTHER SCHOOLS. ALLOCATION OF ADDITIONAL TIME, FUNDS, AND PERSONNEL SERVICES ARE NECESSARY FOR OUR SCHOOL TO DESIGN, REVISE AND UTILIZE A COMPREHENSIVE SCHOOL-WIDE ASSESSMENT SYSTEM.
- SINCE 05-06, THE NUMBER OF STUDENTS MANDATED FOR ENGLISH LANGUAGE SERVICES HAD BEEN INCREASING. LAST YEAR, THE NUMBER DROPPED FROM 55 TO 42 STUDENTS WHICH TRANSLATED TO A DECREASE OF 23.6%. THIS YEAR, AS DETERMINED BY THE LAB-R AND NYSESLAT, 56 STUDENTS ARE MANDATED TO RECEIVE ESL SERVICES. LAST YEAR, EIGHT OF OUR THIRD GRADE ELL STUDENTS DID NOT TEST OUT OF ESL BASED UPON THEIR NYSESLAT. IN ADDITION, THE NUMBER OF TRANSITIONAL ELLS HAS INCREASED. THESE TRANSITIONAL ELL STUDENTS CONTINUE TO RECEIVE ADDITIONAL INSTRUCTIONAL SUPPORT IN THE ACQUISITION OF ACADEMIC LANGUAGE IN THE CORE CURRICULUM AREAS.
- THIS YEAR P.S. 130 WAS IDENTIFIED AS A TITLE I SCHOOL DUE TO THE ARRA AND CHANGE IN THE STUDENT POPULATION. CURRENT STUDENT POPULATION REFLECTS AN INCREASE IN STUDENTS IDENTIFIED AS NEEDING FREE AND REDUCED LUNCH. THIS IS OUR FIRST YEAR AS A TITLE I SCHOOL. OUR SCHOOL-WIDE PROGRAM CREATES NEW CHALLENGES IN MEETING THE INSTRUCTIONAL NEEDS OF OUR STUDENTS AND SETTING UP PROCEDURES AND PROTOCOLS.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
1. By June 2010, Limited English Proficient subgroup will improve their ELA performance by 2% as measured by the English Language Learner Assessments.	Students will demonstrate acquisition of academic language as evidenced by the writing section of the NYSESLAT.
2. By June 2010, 95% of students, K-3, will meet or exceed grade level standards in technology demonstrating year-long growth as evidenced on student report cards.	Students will demonstrate acquisition of technology tools as evidenced by their performance in unit assessments.
3. By June 2010, all students who have been identified as part of an Inquiry Team cohort will demonstrate at least a year's growth in their targeted area of need.	Students will demonstrate increased academic performance as evidenced by mastery of short and long-term goals.
4. By June 2010, 93% of students, K-3, will demonstrate gains in proficiency levels in social studies as evidenced on interim unit assessments and end-of-year student report cards.	Students will demonstrate understanding of major ideas and themes and acquire academic vocabulary in the area of social studies.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area
(where relevant) :**

**Literacy and English Language
Learners**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>1. By June 2010, Limited English Proficient subgroup will improve their ELA performance by 2% as measured by the English Language Learner Assessments.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Across the Academic School Year</u></p> <ul style="list-style-type: none"> · All pedagogues review Teachers College reading and writing curriculum calendar established in the spring 2009 and revised for 3rd grade in fall 2009. · ESL teacher utilizes a push-in and pull-out model for ELL students · Teachers will receive ongoing professional development and use that data to differentiate instruction to all children · All teachers will receive professional support on using instructional strategies to improve student outcomes · Ongoing grade and faculty meetings and informal study groups will provide opportunities to share successes and challenges · Plan instructional support for transitional ELLs · ESL Teacher collaborates with classroom and cluster teachers, literacy coach and AIS providers

- Principal turnkeys learning and instructional ideas from ESL study group for administrators

September - November 2009

- Analyze and group ELL students based upon LAB-R from fall 2009 and NYSESLAT results from previous spring
- Establish short term and long term goals
- Assess students' proficiency reading levels through TC Comprehensive Literacy assessments
- Individual teacher/class/grade meetings to review data and discuss interim student and group goals
- Grade level common planning utilized to collaborate on units of study
- Classroom and ESL bulletin boards displayed which reflect current units of study and student work
- Classroom and ESL word walls
- Review student report cards 3 times a year
- Share with pedagogues results of ELL data; Level 1 and 2 Academic Intervention Services implemented and reviewed
- Review data from 3rd grade ELL Periodic Assessment and analyze data
- Group ELL and transitional ELL students in Inquiry Team Cohorts as applicable; Follow students already in IT cohorts
- Use of technology to support hands-on and visual learning

December 2009 – March 2010

- Establish short term and long term goals
- Assess students' proficiency reading levels through TC Comprehensive Literacy assessments
- Individual teacher/class/grade meetings to review data and discuss interim student and group goals
- Grade level common planning utilized to collaborate on units of study
- Classroom and ESL bulletin boards displayed which reflect current units of study and student work
- Classroom and ESL word walls
- Review student report cards
- Level 1 and 2 Academic Intervention Services implemented and reviewed
- Group ELL and transitional ELL students in Inquiry Team Cohorts as applicable; Follow students already in IT cohorts
- Use of technology to support hands-on and visual learning

March 2010 – June 2010

- Establish short term and long term goals
- Assess students' proficiency reading levels through TC Comprehensive Literacy assessments
- Individual teacher/class/grade meetings to review data and discuss interim student and group goals

- Grade level common planning utilized to collaborate on units of study
- Classroom and ESL bulletin boards displayed which reflect current units of study and student work
- Classroom and ESL word walls
- Review student report cards
- Review data from 3rd grade ELL Periodic Assessment and analyze data
- Level 1 and 2 Academic Intervention Services implemented and reviewed
- Share with pedagogues results of ELL data
- Review student report cards and analyze data
- Use of technology to support hands-on and visual learning
- Group ELL and transitional ELL students in Inquiry Team Cohorts as applicable; Follow students already in IT cohorts

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule
Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

- Purchase additional materials for classroom libraries and school library focusing on academic language acquisition
 - Purchase books in students' home languages
 - Create schedules that allow teachers to self-select professional development focus groups based upon teacher's needs and analysis of data to see students' needs
 - Continue to have ESL professional development sessions by individuals or grade level focusing on curriculum, teaching and learning
- NYSTL funding for ESL books for students and software
 - Tax Levy funds allocated for full-time ESL teacher
 - Title I funding (ARRA)
 - Title III – Per session funds allocated for ESL after-school program and Family Saturday

Series; OTPS supplies for ESL programs

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- LAB-R and NYSESLAT results serve as the baseline assessments
- Teacher College running records and TC Comprehensive Literacy Assessments
- Third Grade ELL Periodic Assessments are used to compare academic advances from September to March
- Agenda and attendance from professional development sessions and meetings
- The projected gains by June 2010, Limited English Proficient subgroup will improve their ELA performance by 2% as measured by the English Language Learner Assessments

**Subject Area
(where relevant) :**

Technology

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

2. By June 2010, 95% of students, K-3, will meet or exceed grade level standards in technology demonstrating year-long growth as evidenced on student report cards.

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

September 2009

- All pedagogues review technology curriculum calendar established in the spring 2009 by all grades.
 - o 1 period (45 minutes) per week for kindergarten students with technology cluster teacher in computer lab
 - o 2 periods (90 minutes) per week for Grades 1 through 3 with technology cluster teacher in computer lab

- o Integration of technology by classroom teacher to present lessons, and engage students in hands-on technology.

- § Use of laptops in classrooms

- § Use of SMART Boards in six classrooms

- § Use of document cameras and projectors available for all classrooms

- o Plan for technology is ongoing

- Teachers will receive ongoing professional development and use that data to differentiate instruction to all children.
- All teachers will receive professional support on using instructional strategies to improve student outcomes
- Ongoing grade and faculty meetings and informal study groups will provide opportunities to share successes and challenges

October - November 2009

- Establish short term and long term goals
- Establish technology unit goals
- Assess students for units of study
- Individual teacher/class/grade meetings to review data and discuss interim student and groups goals
- Common planning utilized to collaborate on future units of study
- Bulletin Boards displayed which reflect current units of study

- Classroom and computer lab technology word walls
- Review student report cards and analyze data
- Technology Teacher meets with Grades 1 and 2 to plan technology integration for upcoming months

December 2009 – March 2010

- Establish short term and long term goals
- Establish technology unit goals
- Assess students for units of study.
- Individual teacher/class/grade meetings to review data and discuss interim student and group goals
- Common planning utilized to collaborate on future units of study
- Bulletin Boards displayed which reflect current units of study
- Classroom technology word walls
- Review student report cards and analyze data
- Technology Teacher meets with Grades 3 and Kindergarten to plan technology integration for upcoming months

March 2010 – June 2010

- Establish short term and long term goals

- Establish technology unit goals
- Assess students for units of study
- Individual teacher/class/grade meetings to review data and discuss interim student and group goals
- Common planning utilized to collaborate on future units of study
- Bulletin Boards displayed which reflect current units of study
- Classroom technology word walls
- Review student report cards and analyze data
- Technology Teacher meets with all grades to plan technology integration for upcoming months

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule
Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

- Resolution A funding from 2008-2009
 - Purchase additional equipment for classrooms with school funds
 - Training rate and per session provided pedagogues for after-school professional development
- NYSTL funding to purchase hardware, online programs and software
 - OTPS funds payment used for participation at technology workshops
 - OTPS for supplies, such as inks and flash drives
 - PTA contributions for technology upgrades and supplies
 - Title I funding (ARRA) for professional development
 - Title III funding to purchase instructional software and online programs

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Formal and informal student observations • Formal and informal teacher observations • Student portfolios/work samples • Short goals checklists • Unit assessments • Projected gains in which 95% of students, K-3, will meet or exceed grade level standards in technology demonstrating year-long growth as evidenced on student report cards
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Subject Area
(where relevant) :

Inquiry Team in Core Curriculum

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>3. By June 2010, all students who have been identified as part of an Inquiry Team cohort will demonstrate at least a year’s growth in their targeted area of need.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Yearlong Process:</p> <ul style="list-style-type: none"> • A Core Inquiry Team, consisting of the literacy coach, teachers, administrator and data specialist, will continue for the purpose of supporting all school-wide Inquiry Teams • Four Inquiry Teams will work with selected students for each cohort • Inquiry Team #1 consists of 3rd grade students with instructional needs in comprehension in literacy • Inquiry Team #2 consists of 3rd grade students with instructional needs in mathematics • Inquiry Team #3 consists of 1st grade students that excel in mathematics • Inquiry Team #4 will be formed based upon academic needs • Last year’s 3rd grade students in a fourth Inquiry Team have been promoted to feeder schools • Core inquiry team members will assist and mentor the additional inquiry teams as they work with their own target populations • All inquiry teams will meet at least twice a month, and on an as needed basis, to analyze data, discuss trends, form hypotheses and create and modify inquiry plans of actions for targeted student cohort

	<ul style="list-style-type: none"> • Professional development will be provided to all staff in the use of accountability tools to gather and analyze information and then to use that data to improve student outcomes • Inquiry Team members will share the action plans and progress with the larger school learning community on an ongoing basis through the year • Classroom teachers will meet with core inquiry team members, on a regular basis, for the purpose of reviewing each student's and/or each subgroup's progress and for planning next steps. Out of classroom service providers will be included as well • The Inquiry Team will share the action plan, results and revisions with the larger school learning community at grade and faculty meetings and via meeting minutes • The data specialist will meet with individuals to provide professional development in the use of the Periodic Assessments as a tool for informing instruction and in data analysis and utilization and review school spreadsheets • Classroom teachers alternative to observation objectives and action plans
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • OTPS to purchase additional materials for classroom libraries and school library focusing on academic language acquisition • Create schedules that allow teachers to self-select professional development focus groups based upon teacher's needs and analysis of data to meet students' needs • Per Session funds allocated for continuation of professional development sessions and instructional planning sessions by individuals or on grade level focusing on curriculum, teaching and learning • Title I funding (ARRA) • Tax Levy Children First Inquiry Teams funding • Tax Levy Data Specialist funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Projected gains in which all students who have been identified as part of an Inquiry Team cohort will demonstrate at least a year's growth in their targeted area of need • Documentation of the implementation of the action plans - samples of in-house assessments, lesson plans defining strategies that were taught, running records, samples of student work, spreadsheets that show data over time, charts and graphs that demonstrate benchmarks and monitor progress • Individual student folders containing all work samples and assessments • Target population data that tracks and monitors student progress at least 4-6 times per

- year
- Agendas, logs, attendance sheets from meetings and workshops

**Subject Area
(where relevant) :**

Social Studies

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>4. By June 2010, 93% of students, K-3, will demonstrate gains in proficiency levels in social studies as evidenced on interim unit assessments and end-of-year student report cards.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>September 2009</p> <ul style="list-style-type: none"> • Assess all students (K - 3) utilizing a baseline assessment • Designate a social studies liaison teacher • All pedagogues review social studies curriculum calendar established in the spring 2009. • Classroom instruction: <ul style="list-style-type: none"> o 3 periods (135 minutes) per week for kindergarten o 3 periods (135 minutes) per week for 1st grade o 3 periods (135 minutes) per week for 2nd grade o 4 period (180 minutes) per week for 3rd grade o Plan for social studies with ongoing o Technology program aligned to units of study in social studies curriculum • Teachers will receive ongoing professional development and using that data to differentiate

instruction to all children

- All teachers will receive professional support on using instructional strategies to improve student outcomes
- Ongoing grade and faculty meetings and study groups will provide opportunities to share successes and challenges
- Ongoing morning discussions regarding current events at breakfast for students

October - November 2009- Unit 1

- Pre and post assessments administered for units of study
 - o Family, communities and geography
- Individual teacher/class/grade meetings to review data and discuss interim student and group goals
- Common planning utilized to collaborate on future units of study
- Bulletin Boards displayed which reflect current units of study
- Ongoing morning discussions regarding current events at breakfast for students
- Classroom social studies word walls
- Technology program alignment

December 2009 – February 2010 – Unit 2

- Pre and post assessments administered for units of study.
 - o Holidays, Community Development, Black History, & Country Studies

- Individual teacher/class/grade meetings to review data and discuss interim student and group goals
- Common planning utilized to collaborate on future units of study
- Bulletin Boards displayed which reflect current units of study
- Ongoing morning discussions regarding current events at breakfast for students
- Classroom social studies word walls
- Technology program alignment

March 2010 – Mid-May 2010- Unit 3

- Pre and post assessments administered for units of study.
 - o Maps, Our Neighborhood, Country Studies, Earth Day and Government
- Individual teacher/class/grade meetings to review data and discuss interim student and group goals
- Common planning utilized to collaborate on future units of study
- Bulletin Boards displayed which reflect current units of study
- Ongoing morning discussions at breakfast regarding current events.
- Classroom social studies word walls
- Technology program alignment

May 2010- June 2010 - Unit 4

- Pre and post assessments administered for units of study.
- o Government, National and State Symbols, State and National Leaders, Holidays
- Individual teacher/class/grade meetings to review data and discuss interim student and group goals
- Common planning utilized to collaborate on future units of study
- Bulletin Boards displayed which reflect current units of study
- Ongoing morning discussions at breakfast regarding current events.
- Classroom social studies word walls
- Technology program alignment

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule
Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

- OTPS funding to purchase additional materials for classroom libraries and school library focusing on social studies
- Create schedules that allow teachers to self-select professional development focus groups based upon teacher's needs and analysis of data to see students' needs
- Continue to have social studies professional development sessions by grade level focusing on curriculum, teaching and learning
- NYSTL funding for social studies books and software related to social studies curriculum

Indicators of Interim Progress and/or Accomplishment
Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Baseline assessments are administered in September
- Interim assessments, after each unit; K- 3; 4 times per year
- Agenda and attendance from professional development sessions and meetings

- Projected gains in which 93% of students, K-3, will demonstrate gains in proficiency levels in social studies as evidenced on interim unit assessments and end-of-year student report cards

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	20	2	N/A	N/A	18	2	2	7
1	15	5	N/A	N/A	10	2		4
2	10	10	N/A	N/A	10	1		7
3	3	12	N/A	N/A	9	1	1	3
4								
5								
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Balanced literacy, the core instructional program, allows for opportunities to differentiate instruction and support student's individual needs. Students, identified by the Teachers College Comprehensive Literacy Assessment System as needing additional support in literacy, receive instruction and coaching from the AIS providers, the Inquiry Team, and classroom teachers. Small group instruction includes, but is not limited to, teacher-designed guided reading, strategy group lessons, and word work lessons. In addition, one-to-one instruction is provided for identified students as needed. Tier I interventions are used in the classroom and during the push-in model. For Tier II, the AIS teachers use the push-in and pull-out model (kindergarten - 3rd grades) and work with identified students. Great Leaps, when appropriate, is used with select students in grades 1 – 3. An ELA after-school support program, one day a week, and an Extended Time program consisting of 50-minute sessions, 3 times a week, provides additional support beyond the school day. English Language Learners in all grades will receive additional support one day a week after the school day from February to June and on select Saturdays across the year.</p>
<p>Mathematics:</p>	<p>Students identified as needing additional support in mathematics get help from the AIS teachers, Inquiry Teams, classroom teachers, and math coach. Students are identified through analysis of unit and benchmark assessments, teacher observation, and student work. Tier I interventions are used in the classroom. For Tier II, the AIS teachers and the Inquiry Teams use the push-in and pull-out model with small groups of identified students. This includes students in all grades. An Extended Time program consisting of 50-minute sessions, 3 times a week, provides additional support beyond the school day, targeting students' needs in mathematics. A mathematics after-school support program, one day a week, targets 3rd grade Academic Intervention Services (AIS) students. The mathematics coach works in all classrooms supporting teachers in the implementation of the Everyday Mathematics program. Math Steps is used as an intervention with select students in grades K-3.</p>
<p>Science:</p>	<p>N/A</p>

Social Studies:	N/A
At-risk Services Provided by the Guidance Counselor:	Small group and 1:1 counseling during the school day.
At-risk Services Provided by the School Psychologist:	The school psychologist, one day a week, gathers information on identified students from staff and teachers, observations in classrooms, clinical interviews with parents, and social histories from parents. Standardized intelligence scales, PT, OT, language and speech assessments are administered as needed. Reports are shared with parents and appropriate staff.
At-risk Services Provided by the Social Worker:	The social worker, one day a week, pushes into classrooms to facilitate a positive reinforcement plan for targeted students, as needed.
At-risk Health-related Services:	The full-time nurse facilitates a lunchtime asthma awareness program with identified students. H1N1 awareness/ways to stay healthy is another topic of focus for 2009-2010 Medications are administered for allergies and asthma, as needed, when prescribed by their physician.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) - Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Language Allocation Policy

P.S. 130 Q, D25 Michelle Contratti, Principal

SCHOOL ELL PROFILE

The Language Allocation Policy team is comprised of members of our school community. These members include: Michelle Contratti (Principal), Laurie Careddu (Literacy Coach), Adina Grasso (ESL Teacher), Charli Golden (Guidance Counselor), Suzanne Kwon (Parent), Frances Gunther (Technology Teacher/Data Specialist), Beth Cummings (Math Coach), Kelly Pawson (Parent Coordinator), and Peggy Miller (Network Specialist).

ELL IDENTIFICATION PROCESS

The English Language Learners (ELLs) at P.S. 130 are identified by a full-time ESL teacher who holds Permanent NYS Certification in TESOL. The first of several steps to identify the ELLs includes administering the Home Language Identification Survey (HLIS) at registration which includes an informal interview of the students in English to determine if he or she is a possible ELL. After determining which students need to be tested, the ESL teacher administers the LAB-R within 10 days of initial enrollment. The students who did not meet the cutoff scores based on the results of both the LAB-R and the NYSESLAT exam (administered in the spring), are then determined to be ELLs. All identified ELLs participate in the ESL instructional program at P.S. 130. We currently do not have a Bilingual or Dual Language Program. The ELLs are grouped by grade and language level, and the ESL teacher pushes into classes where there are large numbers of ELLs. Pull-out groups are also created based on grade and language level, with no group being larger than 12 students.

Once administration of the LAB-R is concluded, the ESL teacher ensures that entitlement and non-entitlement letters are distributed, as well as the *Parent Survey and Program Selection Forms* in English and translated versions. Upon identifying the newly-enrolled ELLs, parents are invited to attend an ESL Parent Orientation which takes place within the first two weeks of school. All three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) are explained to them and they are made aware that they have the option to place their child in the program of their choice. Interpreters in Spanish, Chinese and Korean attend the orientation to provide additional support for the parents in their native languages. Parents in attendance return the *Parent Survey and Program Selection Forms* to the ESL teacher, and the parents not in attendance get the surveys sent home with their child. The ESL teacher then follows up with phone calls and additional notes home to those parents who do not return the surveys in a timely fashion. Upon reviewing the *Parent Survey and Program Selection Forms* from the past few years, the overwhelming trend in parental choice is for the Freestanding English as a Second Language program. Therefore, the ESL program offered at P.S. 130 is aligned with parental requests.

ELL DEMOGRAPHICS

ELL Programs and Scheduling Information

P.S. 130 is an Early Childhood School serving grades kindergarten through third.

A Freestanding English as a Second Language (ESL) program provides instruction in English in order to help English Language Learners (ELLs) meet or exceed New York State and City standards. The ESL program follows a push-in co-teaching model as well as a pull-out model. There is one full-time ESL teacher who holds Permanent NYS Certification in TESOL and works with students in grades kindergarten through third. At P.S. 130, all efforts have been made to assure that the mandated number of instructional minutes is provided according to proficiency levels. Currently, all the Beginning and Intermediate level students are being serviced for 360 minutes per week by the ESL teacher and classroom teachers who have the appropriate ESL licensing. The Advanced level students are being serviced for 180 minutes per week by the ESL teacher.

There are 56 ELL students at P.S. 130, which makes up approximately 18% of the student population and includes 28 students in kindergarten, 13 students in first grade, 7 students in second grade and 8 students in third grade. Of the 56 ELLs, 48 are Newcomers (0-3 years), 6 are in Special Education, 8 have been ELLs for 4 years, and we have no Long-Term ELLs since we are an Early Childhood School that goes up to third grade. We have no students who are considered SIFE.

The ELL students speak several different languages. In kindergarten, 3 students speak Spanish, 11 speak Chinese, 12 speak Korean, 1 speaks Punjabi and 1 speaks Gujarati. In first grade, 2 students speak Spanish, 8 speak Chinese, and 3 speak Korean. In second grade, 1 student speaks Korean, 4 speak Chinese, 1 speaks Punjabi, and 1 speaks Pashtu. Finally, in third grade, 7 students speak Chinese and 1 student speaks Korean.

The ESL teacher creates heterogeneous pull-out groups by grade level using language acquisition strategies while still supporting the work being done in Reading and Writing Workshop. Explicit ESL is delivered in English by differentiating instruction, using ESL strategies, aligning instruction to the standards, collaborating with classroom teachers and sharing common preps in order to plan for alignment of lessons. Presently at P.S. 130, the ESL teacher pushes into 2 kindergarten classes 4 times a week. In addition, the kindergarten students are pulled out for 4 periods a week. In first grade, the ESL teacher pulls out from 3 first grade classes for a total of 4 periods a week. In second grade, the ESL teacher pulls out from 2 classrooms 4 times a week. Finally, in third grade the ESL teacher pulls out from 3 third grade classes 4 times a week. The languages spoken by the ELLs at P.S. 130 include Cantonese, Mandarin, Korean, Spanish, Punjabi, Pashtu, and Gujarati.

Targeted intervention programs are implemented for ELL subgroups. Our plan to help the Newcomers succeed includes: small group instruction (pull-out and push-in), Tier I AIS support services by the classroom teacher and Tier II AIS support services provided by an AIS teacher, peer tutoring, a Title III after school program, scaffolding instruction and double periods of ESL. For those ELLs identified as having special needs, a set of interventions would be put in place as determined by the Pupil Personnel Team, AIS Committee and Inquiry Team. These interventions would consist of extra periods of ESL, AIS and Inquiry Team services, small group instruction, targeted instruction in the content areas, counseling (depending on their needs), conferences with parents, Extended Day and Extended Time programs, and a referral for additional services, if necessary.

Targeted intervention programs for ELLs in ELA include: the ESL, classroom, and AIS teachers collaborate to plan targeted instruction based on individual identified needs after analysis of assessments. Interventions and programs include mini-inquiries to address

fluency, literal and inferential comprehension, vocabulary, writing, and phonemic awareness. Programs such as Great Leaps and Foundations are used strategically to support students as needed in specific cycles.

Targeted intervention programs for ELLs in mathematics include: the math coach and the Inquiry Teams collaborate with the ESL teacher to plan targeted instruction based on students' individual needs identified by assessments and teacher observation. The math coach and Inquiry Teams provide push-in services working with small groups thereby reducing the student-teacher ratio. Most students participate in the Extended Time program providing small group instruction, 50 minutes three times per week.

Targeted intervention programs for ELLs in other content areas include: the cluster teachers collaborate with the ESL and classroom teachers to provide additional support and address learning styles through different instructional modalities. As an early childhood school, grade 3 is our only testing grade. The ESL teacher provides additional support in test preparation and test taking strategies as well as support in acquiring concepts.

The transitional ELLs continue to receive targeted assistance and support from the classroom and cluster teachers, Inquiry Team, AIS and ESL teachers both during the school day and during Extended Time on an as needed basis.

P.S. 130 believes in a Balanced Approach to Literacy and works in collaboration with Teachers College, however we are considering using new instructional resources for additional help with the ELLs including: *Imagine Learning English*, *Achieve 3000*, and *Award Reading English*. Some instructional materials already in place to support the learning of ELLs include: Leveled Readers by Houghton Mifflin, Rigby *On Our Way to English* leveled books, leveled libraries that consist of fiction and non-fiction books, a wide array of literature, books on tape and CD-ROMs, bilingual books in Spanish, Chinese and Korean, and *Words Their Way with English Learners: Word Study for Phonics, Vocabulary and Spelling Instruction* by Donald Bear. We also support ELLs through the use of technology. We have a full-time technology teacher. The school received a technology upgrade over the summer with a new computer lab, laptops to be shared with all students, document cameras, and Smart boards. Additionally, all classrooms are equipped with computers where students have access to software programs such as: Kidspiration, Kid Pix, Microsoft Word and Appleworks to create documents, reports, graphic organizers and slideshows based on internet research and classroom curriculum. Furthermore, students access websites for instructional support such as Starfall and Scholastic e-books.

Native language support is delivered in the ESL program by providing students with a library of books in their native language. This includes Chinese, Korean and Spanish books on tape, bilingual dictionaries, multilingual songs on CD's, and school staff and parent volunteers who are available to translate to students and families when needed.

Professional Development and Support for School Staff

The ESL teacher, in collaboration with common branch teachers, special education teachers, cluster teachers, paraprofessionals, the speech therapist, the guidance counselor, and the parent coordinator, receives intensive professional development throughout the school year in order to adapt the Balanced Literacy curriculum with ESL strategies.

Professional Development activities include:

- Classroom and special education teachers with a large ELL population and the

ESL teacher work together with a staff developer, Ami Shah, from Teacher's College and plan units of study that incorporate both content and language objectives for the English Language Learners.

- The ESL teacher has presented to staff during faculty conferences and grade meetings various ideas and strategies to help support ELLs. The continuum of Language Acquisition is reviewed with all staff members to familiarize them with the levels of each of their ELL students.
- Classroom teachers with large numbers of ELLs and the ESL teacher attend ELL calendar days at Teachers College, as well as Leadership Groups that focus on ELL instruction.
- The Network Specialist, Giuvela Leisengang, attends grade meetings on each level to assist common branch and special education teachers and AIS provider with research based teaching strategies that meet the needs of ELL students.
- Classroom teachers have attended SMART Board training (2 two-hour sessions) to learn ways to use the interactive whiteboard to support visual, auditory and hands-on approaches to learning for ELL students. In addition, teachers attend a Saturday conference on SMART Boards.
- Use of ELL Predictive Assessments in the fall and spring to target instructional needs.
- Science FOSS Workshops for grades K, 1 and 2 were attended by the science teacher, ESL teacher and classroom teachers where they learned to adapt and scaffold science instruction for ELLs.

Parental Involvement

At P.S. 130 all parents, including our ELL parents, are invited to be involved in school activities including Breakfast with the Principal, Core Curriculum Meetings, ESL Parent Orientations in the fall and winter, NYSESLAT informational meetings in the spring, Family Reading Buddies, PTA meetings and many other parent workshops. The ESL teacher works together with the Parent Coordinator to ensure that parents of ELLs are informed about meetings and workshops by sending out translated letters, as well as placing a translation stamp on all letters and forms that go home to parents. A budget plan was put in place for Translation and Interpretation Services which includes school personnel as well as contractual services in order to further support the parents of our school community. Furthermore, P.S. 130 has been able to provide interpreters for parents in Korean, Chinese and Spanish at our Open House, the Orientation for newly enrolled students, Parent Teacher Conferences, the ESL Parent Orientation and the Title 3 Saturday Family Series. Currently, we do not partner with any other agencies or Community Based Organizations.

The needs of parents are evaluated based on the results from the *Learning Environment Surveys*, as well as in-house surveys (translated copies are provided). Parents are also encouraged to communicate their needs through informal emails or phone calls to the Principal, Parent Coordinator, ESL and classroom teachers. Our parental involvement activities address the needs of the parents based on the results of the surveys. For example, many parents requested strengthening communication from the school. Therefore, Core Curriculum Meetings were established. Another request was to receive more timely information about their child's progress in kindergarten, and a kindergarten progress report was created. As always, translators are present at meetings and Parent-

Teacher Conferences in order to encourage the ELL parents to attend.

ASSESSMENT ANALYSIS-
LAB-R and NYSESLAT

According to the results of the Fall 2009 LAB-R exam for kindergarten, there are currently: 8 Beginners, 2 Intermediate students and 18 Advanced students. According to the Spring 2009 NYSESLAT results for first grade, there is currently 1 Beginner, 7 Intermediate students and 5 Advanced students. For second grade, 1 student scored at the Intermediate level and 6 students scored at the Advanced level. Finally, in third grade there is 1 student who scored at the Intermediate level and 7 students who scored at the Advanced level.

Upon examining the students' results in the four modalities (listening, speaking, reading and writing) from the Spring 2009 NYSESLAT exam, the areas where students are progressing more rapidly is in listening and speaking with most students scoring at the Advanced and Proficient level. However, in the reading and writing sections most students scored at the Intermediate and Advanced level.

Implications for the School's LAP and Instruction:

The ESL teacher will continue to plan with classroom teachers in order to target students who need additional help with reading and writing skills. Current strategies for improving reading and writing skills include shared reading, guided reading, independent/paired reading, interactive read aloud, word study, word walls, writing workshop, interactive writing and shared writing. Current strategies already in place for improving listening and speaking skills include: accountable talk during whole class and small group instruction, listening centers, computer centers, and creating partnerships that consist of ELLs and non-ELLs.

ELL Periodic Assessment

There are currently 8 ELLs in third grade who took the ELL Periodic Assessment in Fall 2009. According to the findings, 6 students scored at the 76-100% Proficiency Level, and 2 students scored at the 51-75% Proficiency Level.

Implications for the School's LAP and Instruction:

In order to help these students succeed, a list of interventions was put in place by the classroom teachers, support staff and the ESL teacher. These interventions include: Tier I and Tier II AIS services by the classroom teachers and the AIS teacher via a push-in model. These students also receive additional support through the Extended Time program, the Test Prep After School Program (Jan.-May), the Title 3 ESL After School Program (Dec.-June) and the Title 3 Saturday Family Series. These students will continue to receive targeted ESL instruction in listening, reading, speaking and writing in a pull-out setting.

To assess the early literacy skills of our ELLs, our school uses the Teachers College Comprehensive Literacy Assessment system. In kindergarten, assessments include: word list identification, letter identification and sound identification. In first, second and third grades, word identification and running records are the main assessment tools. This information is inputted into TC Assessment Pro and the ESL teacher, along with all classroom teachers have access to student results.

The success of our ELL program is evaluated by the results of the NYSESLAT

exam, ELA scores (for third grade), reading levels to determine which students are on grade level and ELL inquiry cohort data collected at least four times across the year. Out of eight (8) third grade ELLs who took the NYS ELA in January 2009, seven students scored at level 3 and one student scored at level 2. 93.6% of the total third grade population scored at levels 3 and 4 on the NYS ELA that year. On the NYS Mathematics Assessment given in March 2009, five ELL students scored at level 3 and three ELL students scored at level 4. 100% of ELL students passed both NYS Assessments.

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K–8 LANGUAGE ALLOCATION POLICY WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District ICI/25	School P.S. 130
Principal Michelle Contratti	Assistant Principal
Coach Laurie Careddu	Coach
Teacher/Subject Area Adina Grasso/ESL	Guidance Counselor Charli Golden
Teacher/Subject Area Frances Gunther/Technology	Parent Suzanne Kwon
Teacher/Subject Area Beth Cummings	Parent Coordinator Kelly Pawson
Related Service Provider type here	SAF type here
Network Leader Peggy Miller	Other type here

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	308	Total Number of ELLs	56	ELLs as Share of Total Student Population (%)	18.18%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0
Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained										0
Push-In	4	1	1	1						7
Total	4	1	1	1	0	0	0	0	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	56	Newcomers (ELLs receiving service 0-3 years)	48	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	48			8						56
Total	48	0	0	8	0	0	0	0	0	56

Number of ELLs in a TBE program who are in alternate placement:

C Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0									

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u> </u>	Number of third language speakers: <u> </u>
Ethnic breakdown of EPs (Number)	

African-American: ___ Asian: ___ Hispanic/Latino: ___
 Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	3	2								5
Chinese	11	8	4	7						30
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean	12	3	1	1						17
Punjabi	1		1							2
Polish										0
Albanian										0
Other	1		1							2

Programming and Scheduling Information

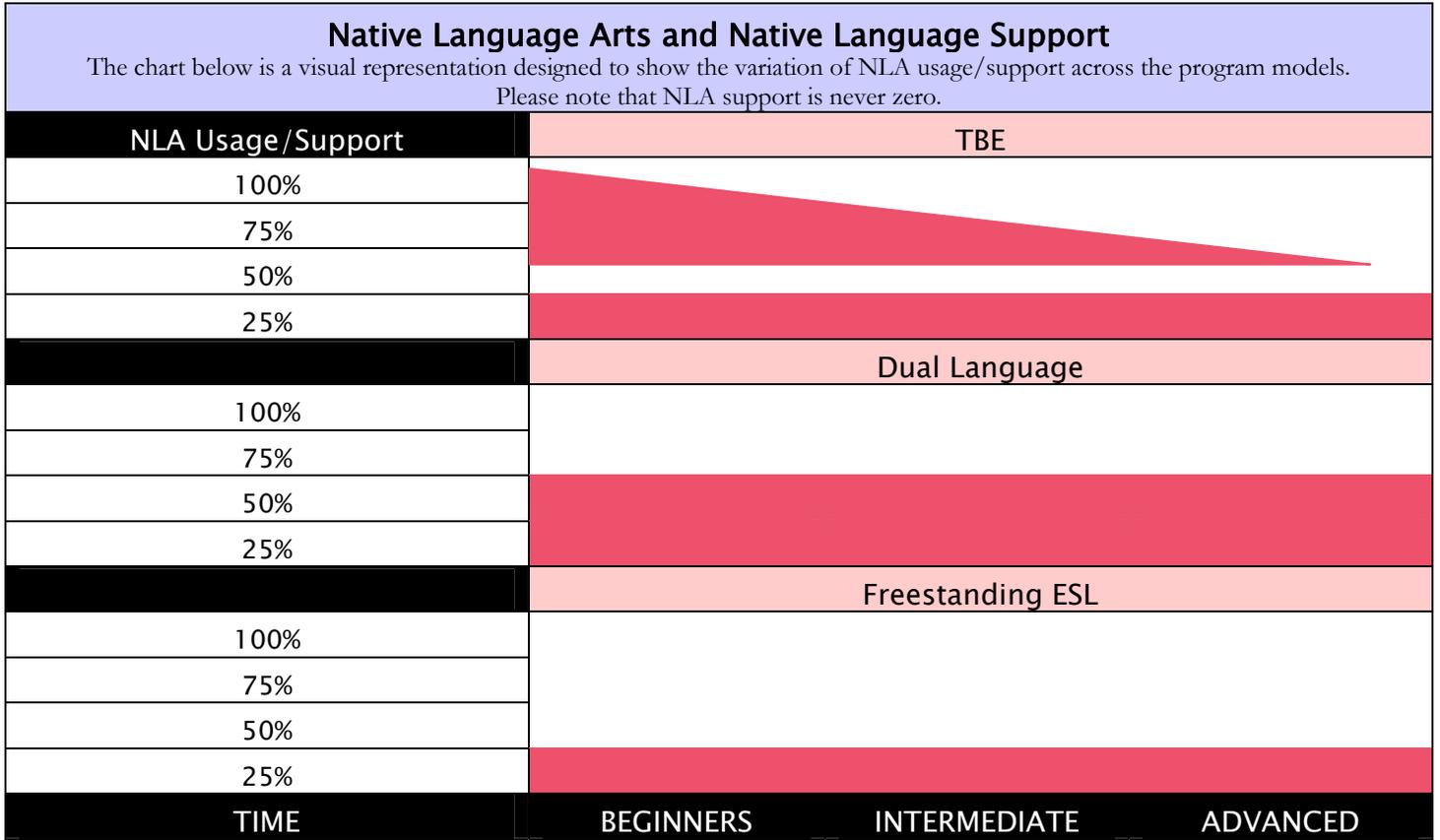
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

TOTAL	28	13	7	8	0	0	0	0	0	56
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NYS CR Part 154 Mandated Number of Units of Support for ELLs Grades K-8

	Beginning	Intermediate	Advanced
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FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	8	1								9
Intermediate(I)	2	7	1	1						11
Advanced (A)	18	5	6	7						36
Total	28	13	7	8	0	0	0	0	0	56

NYSAA Bilingual Spe Ed									0
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NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
Kelly Pawson	Parent Coordinator		
Adina Grasso	ESL Teacher		
Suzanne Kwon	Parent		
Frances Gunther/ Technology	Teacher/Subject Area		
	Teacher/Subject Area		
Laurie Careddu/ Literacy AIS	Coach		
	Coach		
Charli Golden	Guidance Counselor		
	School Achievement Facilitator		
Peggy Miller	Network Leader		
	Other		
	Other		

Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII - A (1)(a)

Grade Level(s)

Kindergarten through Grade 3

Number of Students to be Served:

LEP 56

Non-LEP 252

Number of Teachers 1

Other Staff (Specify) AIS providers, Classroom and cluster teachers

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

There is currently one full-time ESL teacher who holds Permanent NYS Certification in TESOL and works with students in grades kindergarten through third. The English as a Second Language (ESL) program follows a combination of a push-in co-teaching model as well as a pull-out model for a total of 8 classes and/or groups, and where the language of instruction is in English only. The Beginning and Intermediate ELL students are seen by the ESL teacher for a total of 360 minutes per week, and the Advanced ELL students are seen for a total of 180 minutes per week. The pull-out model is intended to provide further development of language acquisition skills to small groups of English language learners. In the push-in model, the ESL teacher works cooperatively with classroom teachers to help support the Balanced Literacy Approach and scaffolds instruction using sheltered English. In order to ensure that ELL students will meet the standards, the ESL teacher uses several instructional strategies including: facilitating comprehension by pre-teaching key

vocabulary and concepts, building basic to more sophisticated vocabulary, developing phonemic awareness in context, modeling and demonstrating, bringing realia into lessons, providing opportunities for meaningful repetition and creating an enabling environment.

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies)

P. S. 130 follows the Balanced Approach to Literacy, Everyday Mathematics, the New York City Science FOSS curriculum and the New York State Social Studies Core Curriculum. ELL's participate fully in each subject area with additional support provided from the ESL Teacher, cluster teacher, related service providers, and the AIS Teachers.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

The After School Title III Program and Saturday Title III Program for all ELL's, in grades kindergarten to 3rd, will begin in February 2010.

The After School Title III program addresses the needs of ELL students through small group instruction. An ESL certified teacher and an ESL Ancillary licensed teacher along with support from other teachers certified in both Common Branches and Special Education coordinate the program. Some of our ELL students are also classified as Special Education students with either IEPs or placed in Integrated Co-Teaching classrooms. The program focuses on the content areas of science and social studies with a weekly rotation in technology, literacy and the arts. The program is open to all mandated ELL students K-3. The groups are no larger than 13 students. Each group consists of 2 teachers. The ESL teacher and the ESL Ancillary licensed teacher rotate between the groups, providing ESL instruction to all the groups for each session. These two teachers divide their time in half between the three student groups, so that each group has an hour of ESL instruction. The Common Branch and Special Education teachers provide content instruction in social studies and science. Groups are formed based upon grade level, NYSESLAT and LAB-R results. The content focus of science includes topics such as solar system, plants, and endangered animals. The social studies content consists of topics such as rural and urban communities, map skills, holidays, and our neighborhood. Students explore a topic for a three session cycle. Materials used are specific to each activity. For technology, the students use desktop computers or laptops with SMART boards; the literacy approach uses eBooks, read aloud, poetry, shared reading and writing. The art session uses art materials to create creative projects through the use of content vocabulary. The science sessions use materials such as microscopes, magnifying glasses, charts and measuring tools. Supplies used include: Non-fiction books with simplified text and with picture support through Capstone Press Publishing, and theme based instructional boxes with manipulatives, picture cards, and hands-on activities from Lakeshore which are ordered for units. *Flip4Science* boxes are used for inquiry based science activities. Social studies supplies include books on holidays, communities and maps. Bilingual books that are purchased for this program are provided for students to borrow and take home to share with their families. The use of online resources, both free and purchased through NYSTL funding, contribute to student understanding of topics.

The Saturday Title III Family Program is held four Saturday. All families of ELL students are invited to participate in each Saturday session. Families are invited with enough notice to plan to attend. Topics are extended from the After School science or social studies topics. Additional materials are used to give well rounded instruction on the specific topic, including materials for parents. The ESL Teacher and the ESL Ancillary licensed teacher provide ESL instruction. The other teachers certified in Common Branches provide instruction in the content areas. The literacy component includes shared reading, read alouds including eBooks, interactive writing,

singing and poetry usage. *Kidspiration* software is used to create interactive graphic organizers to enrich vocabulary. Art projects reflect the selected topic and include the use of various art supplies. The art projects include a writing component. The Internet is used to find graphics related to the topic. Other interactive activities support vocabulary acquisition. Food recipes are made by students to model how to follow step-by-step directions through the use of pictures and vocabulary to support language acquisition. The recipe that is created is shared as a culminating activity.

Both the After School Title III Program and Saturday Title III Family Program is supervised by an administrator and coordinated by the certified ESL teachers with support from Common Branch teachers.

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

At P.S. 130 we recognize that families and other community members are a vital part of all students' academic and social success, and consider family involvement an essential ingredient for a successful academic program, especially for English Language Learners. We currently have a full-time Parent Coordinator working on-site and we have parents actively staffing our Parent Teacher Association (PTA) room volunteering their time to assist teachers with the education of our students.

In order to ease the transition of ELLs and their families to their new school and environment, P.S. 130 always provides an orientation session at the beginning of the school year, and if needed, a second orientation is scheduled to accommodate parents of ELL students admitted later in the school year. Since P.S. 130 is not a zoned school, we rarely get new ELL students after the beginning of the school year. The orientation sessions are presented along with the Parent Coordinator and consist of an introduction to our school and community, an explanation of the NYS standards, assessments, school expectations and general requirements for the ESL program. The parents are also shown a video presented in English which explains to them the program selection choices they have available for their children (translated videos are available to them if needed). Upon receiving the *Parent Surveys and Program Selection* forms, the overwhelming trend in parental choice is for the Freestanding English as a Second Language Program. All parents have chosen to keep their children at P.S. 130 rather than moving them to a bilingual program in another school. Parents also have an opportunity to voice their concerns and ask questions to the ESL teacher and the Parent Coordinator during the orientation sessions.

The school literacy coach and science teacher conduct core curriculum meetings once a month to discuss curriculum and state standards. All parents of ELL students are invited to attend the meetings.

In addition to the orientations, the ESL teacher works together with the Parent Coordinator to put a budget plan in place for Translation and Interpretation Services. This will ensure that parents of ELLs are informed about meetings and workshops by sending out translated letters when possible, as well as placing a translation stamp on all letters and forms that go home to parents. Furthermore, P.S. 130 was able to provide interpreters for parents in Korean, Chinese and Spanish at our Open House, the Orientation for newly enrolled students, Parent Teacher conferences, and the Saturday Title III Family Program. All parents/guardians that would like to attend the Saturday Title III Family Program must attend and participate in the activities with their child. These activities promote language acquisition for both students and parents. Bilingual books will be provided by families that attend the Saturday programs to motivate shared reading in both English and in their native languages (Korean, Chinese and Spanish.)

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

Prior to the opening of the new school year in September, P.S. 130 has provided parents and families of newly enrolled ELLs with several opportunities to familiarize themselves with the school, the Principal and the teachers. Each year in January or February, parents of prospective students are invited to an Open House at P.S. 130 where they are introduced to the Principal of the school, teachers from each grade, cluster teachers as well as the ESL teacher, the guidance counselor, the Parent Coordinator and parents from the PTA. There they have the opportunity to ask questions and learn about all the different programs involved in our school. In May, parents and children of newly enrolled students are invited back for another orientation where the children visit with teachers in their classrooms while parents have a chance to tour the school and learn more about P.S. 130. They hear from various speakers including the Principal, the PTA Co-Presidents, the Literacy Coach, the school nurse, several school aides, and the Parent Coordinator.

In order to provide a positive experience for newly enrolled ELLs at P.S. 130 there are several things the Principal, teachers and staff do to support them. This consists of: making every effort to pronounce the student's names correctly, celebrations of their culture, giving them a tour of the school, making the child aware of the room numbers (especially of his/her classroom), teaching them which staircases go "up" or "down" and what the *red* and *green* symbols mean on the doors, familiarizing them with classroom and school routines (including fire drills), labeling classroom objects, including them as class monitors, using gestures, and finally, focusing on the positive by encouraging and praising them for what they can do.

IV. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

There are many support structures in place, which are available to ELLs. The following is a list of interventions that are being implemented to help ELLs at P.S. 130 succeed in English language, literacy and content areas:

- o Differentiated instruction based on individual reading and writing needs
- o Targeted, small group and individual instruction by AIS teachers, classroom teachers, SETSS teacher and ESL teacher
- o Fundations in kindergarten for targeted students
- o Test-prep after school program
- o Inquiry teams cohort of students include many ELL students for targeted instruction
- o Extended time sessions (50 minute sessions to target reading, writing and math skills)
- o Great Leaps program for fluency skills
- o Double periods of ESL provided for ELLs at the beginner and intermediate levels
- o Peer tutoring as well as strategic partnerships during Reading, Writing and Math Workshops
- o Data specialist shares data that directs instructional needs of ELLs

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional development is coordinated by the Principal, along with the Literacy Coach, and the ESL teacher who work together to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, and strategies on adapting lessons for the English language learners. The focus of the staff development is for teachers to work together to strengthen their knowledge base in language acquisition strategies for the ELL students. The ESL teacher provides instruction for the Common Branch teachers in ELL strategies and to spotlight effective practices. The Common Branch teachers provide professional development of literacy, social studies and science to the ESL teacher. The ESL teacher participates in each staff development session along with the other teachers. Together they plan and coordinate lessons in accordance with ESL strategies and the Balanced Literacy Approach. The ESL teacher is made aware of what lessons the classroom teacher will be working on in order to help support and scaffold instruction to the ELLs. In addition, teachers meet according to grade level once a month and the ESL teacher attends all the grade and faculty meetings.

Professional Development activities include:

- Professional development is part of the planning for the After School Title III program and the Saturday Title III program. For each three day cycle in the After School program, teachers meet for one hour to plan. For the Saturday program, teachers plan for one hour before each session. The ESL teachers provide professional development to Common Branch teachers in ELL instructional strategies. All teachers work together to plan lessons that integrate ESL strategies with content area instruction.
- Classroom teachers with a large ELL population and the ESL teacher work together with two staff developers from Teacher's College and plan units of study in reading and writing that incorporate both content and language objectives for the English Language Learners.
- The ESL teacher has presented to staff during faculty conferences and grade meetings various ideas and strategies to help support ELLs. The continuum of Language Acquisition is reviewed with all staff members to familiarize them with the levels of each of their ELL students.
- Classroom teachers with large numbers of ELLs and the ESL teacher attends ELL calendar days at Teachers College, as well as Leadership Groups that focus on ELL instruction.
- The Network Specialist, Guivela Leisengang, provides staff development at four grade meetings on each level to assist classroom teachers with research based teaching strategies that meet the needs of ELL students. Sessions are conducted for 50 minutes each.
- Classroom teachers have attended SMART Board training (2 two-hour sessions) to learn ways to use the interactive whiteboard to support visual, auditory and hands-on approaches to learning for ELL students. In addition, teachers attend a Saturday conference on SMART Boards.
- Use of ELL Predictive Assessments in the fall and spring to target instructional needs.

Following is a tentative list of staff development dates for the 2009-2010 school year:

- 9/1/09 – SMART Board Technology Training

- 10/08/09 – Helping Classroom Teachers Meet the Needs of the English Language Learner (Faculty Conference Staff Development)
- 11/3/09 – ESL Teacher Presents Levels of Language Acquisition to Staff (Chancellor’s Conference Day)
- 11/5/09 – Shared Reading in the K-1 Classroom (TC Calendar Day)
- 11/23/09 – Introducing Primary Students to a New Language (TC Calendar Day)
- 12/1/09 – Supporting ELL’s in the Writing Workshop, K-3 (TC Staff Developer, Ami Shah)
- 1/28/10 – Teaching Language Structures in Ways to Support ESL Students’ Reading and Writing (TC Calendar Day)
- 2/24/10 – Using the Components of Balanced Literacy to Support ELL’s, K-3 (TC Staff Developer, Ami Shah)
- 3/18/10 – Guided Reading for the English Language Learner (TC Staff Developer, Ginny Lockwood)
- 4/14/10 – ELL Periodic Assessment Workshop
- 6/07/10 – Using Technology to Help the English Language Learners Succeed

Form TIII – A (1)(b)

-

School: 25q130

BEDS Code: 342500010130

Title III LEP Program

School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	12465.52	P.S. 130 offers an Afterschool Title III Program and a Saturday Title III Family Program for English Language Learners in grades kindergarten through third. The purpose of the program is to help students develop skills and strategies to help them understand and speak English in order to help improve their performance in ESL, English Language Arts and Mathematics. The After School program is offered to all students who are ELLs at P.S. 130, and

		<p>will begin in February 2010 to June 2010 and will meet on Thursdays from 2:45-4:30.</p> <p>In addition to the After School program, P.S. 130 is offering a series of Saturday Parent/Child Workshops for ELLs. In these workshops, parents work together with their children and learn about American culture and holidays, sing songs and read poems, read books and create projects that will teach them new vocabulary and concepts in English. Interpreters in Chinese, Spanish and Korean will be provided to assist parents if needed.</p>
<p>Purchased services - High quality staff and curriculum development contracts</p>	0	<p>Teachers College ESL Staff Developer included within regular budget allocations.</p> <p>ESL Staff developer from ICI included within regular budget allocations.</p>
<p>Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.</p>	2534.48	<p>Literacy leveled trade books for ELLs; Bilingual trade books in Chinese, Korean and Spanish; Hap Palmer Music CDs for ELLs; Multicultural picture books.</p> <p>Non-fiction books with simplified text and with picture support through Capstone Press Publishing, and theme based instructional boxes with manipulatives, picture cards, and hands-on activities from Lakeshore which are ordered for units. Flip4Science boxes are ordered that include inquire based science activities. Science and Arts supplies are purchased for sessions. Bilingual books based upon topic for themes are distributed to parents during Saturday sessions and are given to students to take home in the After School Program. These resources are to be used in the home to strengthen child/parent connection and language acquisition.</p>
<p>Educational Software (Object Code 199)</p>	0	<p>Cost of Software included in purchases through NYSTL.</p>

Travel	0	N/A
Other	0	N/A
TOTAL	15000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Our assessment was conducted through surveys from teachers and the Parent Coordinator, such as the DOE Adult Preferred Language Survey, requests from parents, the Home Language Identification Surveys (HLIS), the ATS RHLA and RAPL reports and the OTELE codes, Parent Workshops, Parent/Teacher Conferences, Kindergarten Orientation, ELL Parent Orientations, and PTA meetings.

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

Upon examining the information gathered, P.S. 130 has found that the main languages spoken by the families are: Chinese (including Mandarin, Cantonese and other Chinese dialects), Korean, Spanish and Hindi and other Indian dialects. The school community was informed that interpreters would be available to assist them at the P.S. 130 Open House, the Orientation, Parent Workshops, the Saturday ESL Workshops, and Parent-Teacher Conferences (for the 2009-2010 school year).

Part B: Strategies and Activities

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

P.S. 130 continues to provide written translation services in Chinese, Korean, Spanish Hindi and other Indian dialects. The written translations will include: PTA meeting notices, Open House School invitations, special event/activity announcements, important school notices and any of the future DOE notifications we receive. The translations that will be made available will help the parents become more involved in their children's education, as well as enabling them to understand the school system and its curriculum. These written translation services will be provided by both the DOE's Translation and Interpretation Unit, school staff and parent volunteers. We will continue to use the translation stamp when necessary.

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

In order to communicate with the families of P.S. 130 we continue to provide oral interpretation services through hired interpreters, in-house staff paid per session and parent volunteers. Teachers and interpreters will be hired to interpret at PTA meetings, Open House, Orientations, telephone sessions (on a per needed basis), parent workshops, Saturday ESL Workshops, Parent-Teacher Conferences and registration. Non-English speaking parents that have scheduled conferences with staff (in-house or via telephone) can be provided interpreters through the DOE's Translation and Interpretation Unit, on an as needed basis.

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

Through the ESL program, within 30 days of the start of school, the primary home language is determined through surveys and LAB-R is administered to determine eligibility of ESL services for those students whose home language is other than English. At a parent orientation, the ESL teacher and parent coordinator will inform families/parents of different types of ESL programs and translation and interpretation services available. Those families that speak other than English in the home (primary home language) are identified for translation and interpretation services. P.S. 130 will utilize the DOE's Translation and Interpretation Unit, when time allows, to notify identified families through school written correspondence. Parent volunteers and school staff will participate in meeting these requirements. All parents will be notified on a parents' bulletin board in their home language regarding language assistance services and other school and regional events and activities. On emergency blue cards for students, the primary home language will be indicated if not English. Parents may rely on another adult or relative (18 years or older) of their choosing to assist in language and interpretation. Parents will be notified of all DOE documents that are posted online on the NYCDOE website in different languages. This includes the Chancellor's Regulations, transportation, discipline codes and lunch forms, etc.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	0	\$100,145	100,145
2. Enter the anticipated 1% set-aside for Parent Involvement:	0		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1045	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$5007.25	
6. Enter the anticipated 10% set-aside for Professional Development:	0		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$10,014.5	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
100%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
N/A

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

See below the Title I School Parental Involvement Policy (PIP). Also the PIP is uploaded to School Documents:

P.S. 130
Early Childhood School for Science and Technology

Michelle Contratti
Principal

Attachment K

Title I: Parent Involvement Policy
PS 130 Q
November 6, 2009

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, PS

130 [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 130's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent/Teacher Association, and Title I Parent Advisory Committee, as trained volunteers and welcomed members of our school community.

PS 130 will support parents and families by:

- Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, mathematics, social studies, science and use of technology);
- Providing translated letters in the three major languages (Chinese, Korean and Spanish) translated by the NYCDOE Translation and Interpretation Unit when time allows;
- Providing LIS interpreters in the three major languages (Chinese, Korean and Spanish) at Meet the Teacher Night, Saturday ESL Family Workshops, Open House, Kindergarten Orientation and Parent/Teacher Conferences. Interpreters are also available during the school day through the NYCDOE OFEA Translation and Interpretation Unit by phone;
- Providing Core Curriculum Parent Letters, distributed monthly, to each grade, informing parents of the learning goals and student outcomes of each unit of study in Reading and Writing, Mathematics, Social Studies and Science;
- Providing monthly parent workshops to discuss learning goals and how parents can help their children at home;
- Providing Parent Workshops and distributing parent-friendly information on ARIS Parent Link (APL), Learning Environment Survey, Progress Reports (when Early Childhood Progress Reports become available) and DOE assessments;
- Providing Parent Support Groups for families with children receiving special services;
- Creating opportunities for parents to volunteer in their child's class, for example, class parent, trip chaperon and assistance during special events;
- Providing in-school opportunities for volunteering in such as activities as health screening, Orientation, Open House, picture day, Staff Appreciation Day, Promotional Ceremony etc; PTA Executive Board and Title I Advisory Committee advertises for volunteers and keeps an active list of parents who are willing and available to assist when needed;
- Planning for the Title I Advisory Committee to meet monthly to assess the needs of the families and to provide additional opportunities for family and parent involvement;

- Hosting a breakfast held by the principal for parent volunteers in which they will be officially recognized and their names will be posted on the parent bulletin boards in the lobby and Francis Lewis Blvd entrance;
- Working closely with the PTA Executive Board to plans and coordinating activities, workshops, performances that complement the Title I Home-School Compact, School Curriculum and Standards, and Parent Coordinator's workshops and activities;
- Working closely with the Parent Coordinator to ensure distribution of all notices are timely, and parent workshops are scheduled monthly on topics that are pertinent to parents and families;

PS 130's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 130 Title I Parent Involvement Policy, parents, parent members of the school's Parent/Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 130 will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent/Teacher Association and Title I Parent Advisory Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

- Conduct parent workshops with topics that may include: understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training in ARIS Parent Link and other workshops to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Early Childhood Progress Report, Quality Review Report, Learning Environment Survey Report;)
- Host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise all parents in the Title I program, the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;

PS 130 will further encourage school-level parental involvement by:

- Holding an annual Meet the Teacher Night and Kindergarten Orientation and monthly Core Curriculum Parent Meetings on each grade;
- Hosting educational family events/activities during Open School Week and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent/Teacher Association and Title I Parent Advisory Council;
- Supporting OFEA District Family Day events;
- Encouraging more parents to become trained school library volunteers;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- To continue distributing the PTA Newsletter and Parent Coordinators monthly Newsletter designed to keep parents informed about school activities and curriculum progress;

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

See below the Title I School-Parent Compact (PAC). Also, the PAC is uploaded to School Document.

P.S. 130
Early Childhood School for Science and Technology

Michelle Contratti
Principal

Section II: School-Parent Compact
November 5, 2009
Effective Date – November 2009 through June 28, 2010

P.S. 130, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. P.S. 130 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff, and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities

P.S. 130 will provide high quality curriculum and instruction consistent with State Standards to enable participating students to meet the State's Standards and Assessments by:

- Implementing a curriculum aligned to State Standards;

- Offering high quality instruction in all content areas with high expectations for learning;
- Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- Providing a welcoming and healthy school environment that is safe;
- Providing a school environment that is respectful of people's cultural, racial and ethnic differences;
- Providing additional academic support to students as needed;
- Providing a positive school experience for each child;
- Assigning homework that is relevant, interesting, and builds on classroom learning;
- Keeping the lines of communication open at all times between home and school;
- Being available a minimum of two times a year for scheduled Parent Teacher Conferences (November and March)
- Providing parents/guardians with timely and up-to-date progress reports and discussing ways we can help us improve our child's learning;
- Providing translation and interpretation services, as needed;
- Providing opportunities for parents/guardians to attend meetings, workshops and other school activities that are aimed at improving student achievement;
- Keeping parents/guardians informed of school, district and Department of Education activities that will help them become a more effective participant in the home – school partnership
- Sharing responsibility with the student and parents/guardians in striving toward student achievement;
- Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and

the Parent Involvement Policy;

- Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

Support home-school relationships and improve communication

We, as Parents/Guardians, will support our children's learning in the following ways:

- Providing our children with a healthy home environment;
- Doing all that we can to see that our children get to school on time, are dressed appropriately, are well-rested, well-fed and prepared with all the needed supplies and assignments each school day;
- Reading with our children for at least 20 minutes each day and being a role model by reading for pleasure and informational purposes;
- Choosing with our children, age-appropriate television programs, computer Web sites and video games and monitoring their use;
- Encouraging my child to be self-disciplined, and follow school rules and regulations;
- Reviewing homework assignments and helping our children with these assignments when needed without doing the work for them;
- Praising our children for their efforts regardless of the outcome;
- Attending Parent/Teacher conferences twice a year (in November and March) and Open School Week (in November);
- Monitoring my child's attendance and ensuring that my child arrives to school on time as well as following the appropriate procedures to inform the school when my child is absent;
- Staying informed about our children's education and communicating with the school by promptly reading all notices and responding, as appropriate;
- Attending a Title I Parent Annual Meeting, as part of the PTA meeting, prior to December 1st of each school year, for all parents/guardians to be informed of the school's Title I status and funded programs and our right to be involved;
- Arranging for attendance at additional meetings at other times (e.g., morning, evening) and planning for transportation, and child care as needed;

- Being involved in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- Volunteering in my child's school or assisting from my home as time permits;
- Taking part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams);

Students Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Be on time everyday and ready to learn;
- Complete all homework assignments and ask for help when needed;
- Read for pleasure with or without a family member for at least 30 minutes a day, outside of school;
- Limit television, computer, and video games, especially on school nights;
- Give our parents all notices and information given to me by the school and to give the school all correspondences from home;
- Follow rules and respect my teacher, other school staff and classmates;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by parents on November 6, 2009.

This Parent Involvement Policy was updated on November 30, 2009.

The final version of this document will be distributed to the school community on December 14, 2009 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See Section IV: Needs Assessment

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

See Section VI: Action Plan

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

See Section VI: Action Plan

o Help provide an enriched and accelerated curriculum.

See Section VI: Action Plan

o Meet the educational needs of historically underserved populations.

See Section VI: Action Plan and See Section VI: Action Plan and the School-Parent Compact and the School Parental Involvement Policy

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

See Section VI: Action Plan and Appendix 1: Academic Intervention Services

- o Are consistent with and are designed to implement State and local improvement, if any.

See Section VI: Action Plan

3. Instruction by highly qualified staff.

See Appendix 4 - NCLB Requirements for Title I Schools- Part A: Allocations and Set-Asides

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

See Section VI: Action Plan

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

N/A

6. Strategies to increase parental involvement through means such as family literacy services.

See the School-Parent Compact and the School Parental Involvement Policy

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

See Section VI: Action Plan

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See Section VI: Action Plan

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

See Section VI: Action Plan and the School-Parent Compact and the School Parental Involvement Policy

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

(TO BE REVISED FOLLOWING CONVERSATION WITH SED ABOUT TIMELINE FOR IMPLEMENTATION OF NEW DIFFERENTIATED ACCOUNTABILITY REQUIREMENTS)

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB / SED Status:

#N/A

SURR Phase / Group (If Applicable):

N/A

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. **N/A**
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

N/A

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

N/A

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

N/A

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

N/A

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an "audit of the written, tested, and taught curriculum" to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for "corrective action." The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the "audit of the written, tested, and taught curriculum" outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New

York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. Vertical alignment is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas horizontal alignment refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

-Gaps in the Written Curriculum. Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

-Curriculum Maps. The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

-Taught Curriculum. The Surveys of Enacted Curriculum (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

-ELA Materials. In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

-English Language Learners.

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

²To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the Surveys of Enacted Curriculum (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards

(intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

This finding is not relevant to our school's educational program. Our ELA instruction is aligned with state standards. We are a K-3 early childhood school that utilizes The Teacher College Reading and Writing Project as our ELA curriculum. This program is a balanced literacy program that addresses NYS standards. We plan instruction in ELA through vertical teams in June to do curriculum mapping. We revisit our state standards for ELL instruction often to further differentiate instruction.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable
- Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Based upon the NYS ELA Assessment, our students meet and exceed standards through the utilization of a standards based curriculum in ELA.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as process strands and content strands. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections,

and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (Everyday Mathematics [K–5] and Impact Mathematics [6–8]) are aligned with the New York state content strands except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state process strands for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

This finding is not relevant to our school's educational program. P.S. 130 utilizes The Everyday Mathematics program which is aligned with state standards. This program addresses problem solving, reasoning and proof, communication, connections, and representation which is aligned with state standards. The NYS Mathematics Assessment also serve as evidence that the student's at P.S. 130 meet or exceed standards in mathematics.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Based upon the NYS Mathematics Assessment, our students meet and exceeded standards.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high - observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

This finding is not relevant to our school's educational program. Our ELA instruction is aligned to state standards. Our service provider is The Teachers College Reading and Writing Project which is aligned to state standards. This program utilizes a workshop based teaching model where direct instruction is balanced with independent practice, partner work, and individualized differentiation through conferencing and strategy groups. We at P.S.130 always use best practices, and researched based programs. We align our instruction with the data from Comprehensive Literacy Assessments for differentiation.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Based upon the NYS ELA Assessment, our students meet and exceed standards.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

This finding is not relevant to our school's educational program. The Everyday Mathematics program addresses instructional practices through a balanced approach of direct instruction, independent seatwork, and hands-on learning. This program allows for a high level of student engagement.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Based upon the NYS Mathematics Assessment, our students meet and exceed standards.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

³To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

This finding is not relevant to our school's educational program. Although we have had a high percentage of teacher turnovers within a short time period due child care leave and hiring limitations, the new staff is given the opportunity for multiple forms of staff development. Our new staff members participate in a comprehensive teacher support and mentoring program which includes but is not exclusive to a mentor, support by a mathematics and reading coach and bi-weekly conversations with the principal. Numerous professional development opportunities are available throughout the school year.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teacher experience and instability does not affect our school population in an adverse way because teachers are given multiple opportunities for support, mentoring and staff development .

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

This finding is not relevant to our school's educational program. Our ESL teacher and our other pedagogues have many opportunities for professional development both school-based and borough-based. Time for conversations at monthly faculty and grade meetings provides the menu for congruence and articulation. This along with a combined ESL push-in/pull-out program and the collaboration with classroom teachers ensures the continuity of instruction. Teachers at P.S. 130 engage in numerous professional development opportunities to address the needs of ELL students.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The teachers of ELL students are given many opportunities for professional development to address the needs of their students. The ESL teacher provides support to teachers through both pull-out and push-in models. The ESL teacher and other staff communicate with one another to plan effectively for ELL students.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

This finding is not relevant to our school's educational program. Our school monitors our ELL population several times a year to ensure that the benchmarks in ELA and Mathematics are met. Teacher College Comprehensive Assessments monitor student progress four times a year.

Data is collected and analyzed by the classroom teachers, data specialist and Inquiry Teams. Small groups are created to differentiate instruction. In addition, our school participates in the NYCDOE ELL Periodic Assessments and ACUITY for 3rd grade students.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

P.S. 130 utilizes multiple forms of data to monitor instruction. This includes classroom assessments and observations, Teachers College Comprehensive Assessment, NYSESLAT, LAB-R, ELL Periodic Assessments and ACUITY Data.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

This finding is not relevant to our school's educational program. All general and special education teachers are aware of related services that their students are receiving. IEP's are reviewed by classroom teachers, as well as specialists. Staff is also provided with professional development on Tier One and Tier Two interventions for students that need extra support.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

All general education teachers that have students with IEPs familiarize themselves with these students' accommodations and modifications and are knowledgeable regarding behavioral support plans for individual students.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do not consistently specify accommodations and/or modifications for the classroom environment (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

This finding is not relevant to our school's educational program. The classroom teachers are aware of all students that have an IEP with test accommodations. Test accommodations are in place for all assessments given during the school year. Goals are reviewed on an ongoing basis. Goals and objectives address the needs of students in content areas when necessary. Behavioral plans are included and implemented as needed for individual students. At this time all students with IEP's are in 100% compliance for on-time annual and tri-ennial reviews.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

This is not relevant to our school. Our IEPs include test accommodations and modifications for classroom environments (including instruction), modified promotional criteria and behavioral plans.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: For Title I Schools

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.)

As of October 29, 2009, there are no students (or their families) who have been identified as a Student in Temporary Housing.

2. Please describe the services you are planning to provide to the STH population.

At kindergarten registration, parents are provided the Residency Questionnaire and fill it out. The Residency Questionnaire is distributed in September to the entire school population. When families change their address, a new Residency Questionnaire is requested of them. At this time, families are still submitting the Residency Questionnaire to the school. The services that will be provided to the STH population will include the assurance that those students will be provided free DOE transportation between school and home and free meals. In addition, appropriate academic programs and educational support services based upon students' needs, such as ESL services or an IEP, will be provided. A financial allocation for financial assistance from our Title I funding for basic/emergency supplies, guidance within school, counseling services, and intervention services will be set aside for any students who become STH this school year. One staff member will monitor and maintain an STH folder documenting compliance throughout the year. Attendance will be monitor and health insurance will be verified or

assistance to obtain will be conducted. Communication with the DOE Family Assistant will be ongoing. Classroom teacher and support staff will be cognizant of the requirement under the McKinney-Vento Act.

Part B:
For Non-Title I Schools

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).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
N/A
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 in the borough Integrated Service Center (ISC) or Children First Network.