



**PUBLIC SCHOOL 130**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL NUMBER: 15K130 DISTRICT:15**

**BOROUGH: BROOKLYN**

**ADDRESS: 70 OCEAN PARKWAY, BROOKLYN, NY 11218**

**TELEPHONE: 718-686-1940**

**FAX: 718-854-9756**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS 130      **SCHOOL NAME:** The Parkside School

**SCHOOL ADDRESS:** 70 Ocean Parkway, Brooklyn NY 11218

**SCHOOL TELEPHONE:** 718-686-1940      **FAX:** 718-854-9756

**SCHOOL CONTACT PERSON:** Maria Nunziata      **EMAIL ADDRESS:** mnunzia@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Erin Langstaff

**PRINCIPAL:** Maria Nunziata

**UFT CHAPTER LEADER:** Sandra Boyce-El

**PARENTS' ASSOCIATION PRESIDENT:** Toni Gozzo

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 15      **CHILDREN FIRST NETWORK (CFN):** CFN 102

**NETWORK LEADER:** Joe Cassidy and Alison Sheehan

**SUPERINTENDENT:** Anita Skop

## 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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*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 |
|--------------------|--|-----------|
| Maria Nunziata     | *Principal or Designee   |           |
| Sandra Boyce-EI    | *UFT Chapter Chairperson or Designee   |           |
| Toni Gozzo         | *PA/PTA President or Designated Co-President   |           |
|                    | Title I Parent Representative<br><i>(suggested, for Title I schools)</i>   |           |
| Denise Pascarella  | DC 37 Representative, if applicable  |           |
|                    | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |           |
|                    | CBO Representative, if applicable  |           |
| Anne Ilardi        | Member/Assistant Principal   |           |
| Erin Langstaff     | Member/ Guidance Counselor   |           |
| Linda Hoff         | Member/Parent  |           |
| Clara Murray-Beato | Member/Parent  |           |
| Kitty Martin       | Member/Parent  |           |
| Cindy Mulqueen     | Member/Parent  |           |
|                    | Member/  |           |

\* Core (mandatory) SLT members.

## **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.

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### **P. S. 130 School's Vision and Mission**

P.S. 130 is a diverse multicultural community dedicated to academic excellence. Through a rigorous, standards-based curriculum, we nurture the talents and abilities of each student. Opportunities are provided for each student to develop academic mastery, artistic expression and leadership capacities. The collaborative efforts of students, teachers, parents and members of the community promote and support a caring environment dedicated to high standards of excellence.

### **Executive Summary:**

Public School 130 is located in the Kensington section of Brooklyn and our goal is to insure the academic progress of all students.

Our diligent pursuit of excellence is demonstrated in steady gains in student performance. Our cultural and linguistic diversity enhances our social studies, humanities curriculum. Heterogeneous classes (in which children receive instruction designed to meet their individualized needs) enhance student learning. Opportunities for advanced/accelerated learning are part of our educational program. Our focus on the effective implementation of a balanced standard driven curriculum continues in its intensity with an emphasis on improving literacy and mathematics teaching and learning. Literacy instruction is literature based utilizing whole language strategies. Students receive large group, small group and individualized guided instruction in reading and writing for 150 minutes daily. Teachers use student assessment to plan guided instruction that is specific to the learning needs of students. Students are expected to develop the habits of avid readers, proficient writers and articulate speakers. During school year 2010/2011, we will continue to refine the alignment of our literacy curriculum with NYC ELS standards, accentuating Readers' and Writers' Workshop. Our focus will be on strengthening student *talk*. We plan to continue work on developing students' oral communication skills throughout the grades and across the curriculum.

Throughout the year we will continue to advance our academic programs in Reading, Writing and Math by providing rigorous professional development and support to teachers in the areas of Readers, Writers and math Workshop, Social Studies and Science. We continue to focus on NYC Standards to sustain the achievement – higher levels of proficiency for all students.

Our school has developed and maintains viable relationships and partnerships with a variety of community organizations. Foremost is our Arts partner, ArtsConnection. They will continue throughout the 2010/2011 school year to provide art experiences to our students sponsored by Project Art funds. We will continue to work with the ArtsConnection on the National Endowment for the Arts Inquiry Based Partnership Model that allows for teacher/artist collaborations that focuses on using theater arts to develop literacy. Students in grade pre-kindergarten through fifth are engaged in puppetry and storytelling. This work will bolster our school wide initiative to strengthen the oral

English Language skills of our students. Other collaborative community based organizations at our school include chess in the school which provides chess instruction to students and prepares them for city wide tournaments, Carnegie Hall partnership includes a graduate resident who provides music instruction for students as well as recorder lessons and trips for students and their families to classical music concerts at Carnegie Hall, Cooper Union College whose undergraduate students facilitate the PS 130 Annual Career Day in Math and Science and Engineering. Windsor Terrace Public Library provides students with library cards, class visits and educational programs. The library also houses our adult ESL classes. NYC Learning Leaders provides training for parent volunteers so they can work in the classrooms with students as well as volunteering for the PTA and school wide activities. NYC College of Technology provides ESL classes for parents of students at PS 130. Brooklyn Botanical Gardens provide teacher and student workshops. Music Outreach provides a series of music appreciation experiences to students in grades two and three. Educators for Social Responsibility (ESR) provides training to student mediators, peace corners, the 4R's and professional development to teachers in Peace Education Curriculum. We have also formed a partnership with University Settlement who provides afterschool services to more than 120 students Monday to Friday. This year we have also formed a partnership with Wellness in School Program. Currently they are providing GYM classes, cooking classes and the wellness café which provides a salad bar and in has introduced new menu items to enhance the nutrition of our students.

## SECTION III – Cont'd

### Part B. School Demographics and Accountability Snapshot (SDAS)

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT |                     |               |        |                          |              |
|---|---------------------|---------------|--------|--------------------------|--------------|
| <b>School Name:</b>                             | PS 130 The Parkside |               |        |                          |              |
| <b>District:</b>                                | 15                  | <b>DBN #:</b> | 15K130 | <b>School BEDS Code:</b> | 331500010130 |

| DEMOGRAPHICS  |   |                                       |                                       |   |                                       |  |                                       |                            |                            |
|---|---|---------------------------------------|---------------------------------------|---|---------------------------------------|--|---------------------------------------|----------------------------|----------------------------|
| <b>Grades Served in 2009-10:</b>  | <input checked="" type="checkbox"/> Pre-K | <input checked="" type="checkbox"/> K | <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2               | <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4        | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
|   | <input type="checkbox"/> 8                | <input type="checkbox"/> 9            | <input type="checkbox"/> 10           | <input type="checkbox"/> 11                         | <input type="checkbox"/> 12           | <input checked="" type="checkbox"/> Ungraded |                                       |                            |                            |
| <b>Enrollment:</b>  |   |                                       |                                       | <b>Attendance: % of days students attended*</b>     |                                       |  |                                       |                            |                            |
| (As of October 31)  | 2007-08                                   | 2008-09                               | 2009-10                               | (As of June 30)                                     | 2007-08                               | 2008-09                                      | 2009-10                               |                            |                            |
| Pre-K   | 68  | 58                                    | 69                                    |   | 93.8                                  | 94.4   | TBD                                   |                            |                            |
| Kindergarten  | 76  | 91                                    | 79                                    |   |                                       |  |                                       |                            |                            |
| Grade 1   | 85  | 72                                    | 98                                    | <b>Student Stability: % of Enrollment</b>           |                                       |  |                                       |                            |                            |
| Grade 2   | 78  | 84                                    | 68                                    | (As of June 30)                                     | 2007-08                               | 2008-09                                      | 2009-10                               |                            |                            |
| Grade 3   | 68  | 78                                    | 85                                    |   | 93.6                                  | 93.6   | TBD                                   |                            |                            |
| Grade 4   | 75  | 69                                    | 82                                    |   |                                       |  |                                       |                            |                            |
| Grade 5   | 73  | 75                                    | 70                                    | <b>Poverty Rate: % of Enrollment</b>                |                                       |  |                                       |                            |                            |
| Grade 6   | 0   | 0                                     | 0                                     | (As of October 31)                                  | 2007-08                               | 2008-09                                      | 2009-10                               |                            |                            |
| Grade 7   | 0   | 0                                     | 0                                     |   | 94.2                                  | 94.2   | 96.2                                  |                            |                            |
| Grade 8   | 0   | 0                                     | 0                                     |   |                                       |  |                                       |                            |                            |
| Grade 9   | 0   | 0                                     | 0                                     | <b>Students in Temporary Housing: Total Number</b>  |                                       |  |                                       |                            |                            |
| Grade 10  | 0   | 0                                     | 0                                     | (As of June 30)                                     | 2007-08                               | 2008-09                                      | 2009-10                               |                            |                            |
| Grade 11  | 0   | 0                                     | 0                                     |   | 2                                     | 43   | TBD                                   |                            |                            |
| Grade 12  | 0   | 0                                     | 0                                     |   |                                       |  |                                       |                            |                            |
| Ungraded  | 6   | 1                                     | 7                                     | <b>Recent Immigrants: Total Number</b>              |                                       |  |                                       |                            |                            |
|   |   |                                       |                                       | (As of October 31)                                  | 2007-08                               | 2008-09                                      | 2009-10                               |                            |                            |
| Total   | 529                                       | 528                                   | 558                                   |   | 0                                     | 0  | 0                                     |                            |                            |
| <b>Special Education Enrollment:</b>                                    |   |                                       |                                       | <b>Suspensions: (OSYD Reporting) – Total Number</b> |                                       |  |                                       |                            |                            |
| (As of October 31)  | 2007-08                                   | 2008-09                               | 2009-10                               | (As of June 30)                                     | 2007-08                               | 2008-09                                      | 2009-10                               |                            |                            |
| Number in Self-Contained Classes  | 0   | 0                                     | 12                                    | Principal Suspensions                               | 6                                     | 1  | TBD                                   |                            |                            |
| No. in Collaborative Team Teaching (CTT) Classes                        | 8   | 9                                     | 8                                     | Superintendent Suspensions                          | 3                                     | 0  | TBD                                   |                            |                            |
| Number all others   | 36  | 37                                    | 43                                    |   |                                       |  |                                       |                            |                            |
| <i>These students are included in the enrollment information above.</i> |   |                                       |                                       |   |                                       |  |                                       |                            |                            |

| DEMOGRAPHICS  |         |         |         |  |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| <b>English Language Learners (ELL) Enrollment:</b><br>(BESIS Survey)                                  |         |         |         | <b>Special High School Programs: Total Number</b><br>(As of October 31)          |         |         |         |
| (As of October 31)  | 2007-08 | 2008-09 | 2009-10 | 2007-08  | 2008-09 | 2009-10 |         |
| # in Trans. Bilingual Classes   | 0       | 0       | 0       | CTE Program Participants   | 0       | 0       | 0       |
| # in Dual Lang. Programs  | 0       | 0       | 0       | Early College HS Participants  | 0       | 0       | 0       |
| # receiving ESL services only   | 62      | 57      | 55      | <b>Number of Staff: Includes all full-time staff</b>                             |         |         |         |
| # ELLs with IEPs  | 0       | 0       | 9       | (As of October 31)   | 2007-08 | 2008-09 | 2009-10 |
| <i>These students are included in the General and Special Education enrollment information above.</i> |         |         |         | Number of Teachers   | 36      | 36      | TBD     |
| <b>Overage Students: # entering students overage for grade</b>  |         |         |         | Number of Administrators and Other Professionals                                 | 8       | 8       | TBD     |
| (As of October 31)  | 2007-08 | 2008-09 | 2009-10 | Number of Educational Paraprofessionals  | 1       | 4       | TBD     |
|   | 0       | 0       | TBD     |  |         |         |         |
|   |         |         |         | <b>Teacher Qualifications:</b>   |         |         |         |
| <b>Ethnicity and Gender: % of Enrollment</b>  |         |         |         | (As of October 31)   | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31)  | 2007-08 | 2008-09 | 2009-10 | % fully licensed & permanently assigned to this school                           | 100.0   | 97.2    | TBD     |
| American Indian or Alaska Native  | 0.0     | 0.0     | 0.0     | Percent more than two years teaching in this school                              | 80.6    | 86.1    | TBD     |
| Black or African American   | 17.4    | 15.7    | 15.2    | Percent more than five years teaching anywhere                                   | 69.4    | 77.8    | TBD     |
| Hispanic or Latino  | 30.2    | 31.3    | 31.4    |  |         |         |         |
| Asian or Native Hawaiian/Other Pacific Isl.   | 29.7    | 28.6    | 26.2    | Percent Masters Degree or higher   | 86.0    | 83.0    | TBD     |
| White   | 22.7    | 22.5    | 24.0    | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | 94.4    | 97.9    | TBO     |
| Multi-racial  |         |         |         |  |         |         |         |
| <b>Male</b>   | 52.0    | 50.4    | 50.5    |  |         |         |         |
| <b>Female</b>   | 48.0    | 49.6    | 49.5    |  |         |         |         |

| 2009-10 TITLE I STATUS   |   |  |   |   |
|--|---|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program (SWP) |   | <input type="checkbox"/> Title I Targeted Assistance |   | <input type="checkbox"/> Non-Title I        |
| Years the School Received Title I Part A Funding:                    | <input checked="" type="checkbox"/> 2006-07 | <input checked="" type="checkbox"/> 2007-08          | <input checked="" type="checkbox"/> 2008-09 | <input checked="" type="checkbox"/> 2009-10 |

| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY  |   |
|---|---|
| SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  | If yes, area(s) of SURR identification: |
| Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |   |
| <b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>   |   |

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| <u>Differentiated Accountability Phase (Check ✓)</u> | <u>Category (Check ✓)</u> |         |               |
|--|---------------------------|---------|---------------|
|  | Basic                     | Focused | Comprehensive |
| In Good Standing (IGS)                               |                           |         |               |
| Improvement (year 1)                                 |                           |         |               |
| Improvement (year 2)                                 |                           |         |               |
| Corrective Action (year 1)                           |                           |         |               |
| Corrective Action (year 2)                           |                           |         |               |
| Restructuring (year 1)                               |                           |         |               |
| Restructuring (year 2)                               |                           |         |               |
| Restructuring (Advanced)                             |                           |         |               |

| <b>Individual Subject/Area Outcomes</b> | <b>Elementary/Middle Level (✓)</b> |   | <b>Secondary Level (✓)</b> |  |
|---|------------------------------------|---|----------------------------|--|
|   | ELA:                               | X | ELA:                       |  |
|   | Math:                              | X | Math:                      |  |
|   | Science:                           | X | Grad. Rate:                |  |

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

| <b>Student Groups</b>                            | <b>Elementary/Middle Level</b> |      |         | <b>Secondary Level</b> |      |              |                 |
|--|--------------------------------|------|---------|------------------------|------|--------------|-----------------|
|  | ELA                            | Math | Science | ELA                    | Math | Grad. Rate** | Progress Target |
| <b>All Students</b>                              | X                              | X    | X       |                        |      |              |                 |
| <b>Ethnicity</b>                                 |                                |      |         |                        |      |              |                 |
| American Indian or Alaska Native                 |                                |      |         |                        |      |              |                 |
| Black or African American                        | X                              | X    | -       |                        |      |              |                 |
| Hispanic or Latino                               | X                              | X    | -       |                        |      |              |                 |
| Asian or Native Hawaiian/Other Pacific Islander  | X                              | X    | -       |                        |      |              |                 |
| White  | X                              | X    | -       |                        |      |              |                 |
| Multiracial                                      |                                |      |         |                        |      |              |                 |
| <b>Other Groups</b>                              |                                |      |         |                        |      |              |                 |
| Students with Disabilities                       | -                              | -    | -       |                        |      |              |                 |
| Limited English Proficient                       | -                              | -    | -       |                        |      |              |                 |
| Economically Disadvantaged                       | X                              | X    |         |                        |      |              |                 |
| <b>Student groups making AYP in each subject</b> | 6                              | 6    | 1       |                        |      |              |                 |

**Key: AYP Status**

|                 |                                   |   |   |   |   |
|-----------------|-----------------------------------|---|---|---|---|
| √               | Made AYP                          | X | Did Not Make AYP  | - | Did Not Make AYP Due to Participation Rate Only |
| √ <sup>SH</sup> | Made AYP Using Safe Harbor Target | - | Insufficient Number of Students to Determine AYP Status |   |   |

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

| <b>Progress Report Results – 2008-09</b>   |       | <b>Quality Review Results – 2008-09</b>                    | <b>N/A</b> |
|--|-------|--|------------|
| <b>Overall Letter Grade</b>  | A     | <b>Overall Evaluation:</b>                                 |            |
| <b>Overall Score</b>   | 89.5% | <b>Quality Statement Scores:</b>                           |            |
| <b>Category Scores:</b>  |       | Quality Statement 1: Gather Data                           |            |
| School Environment<br>(Comprises 15% of the Overall Score)                         | 9.3   | Quality Statement 2: Plan and Set Goals                    |            |
| School Performance<br>(Comprises 25% of the Overall Score)                         | 21.9  | Quality Statement 3: Align Instructional Strategy to Goals |            |
| Student Progress<br>(Comprises 60% of the Overall Score)                           | 53.8  | Quality Statement 4: Align Capacity Building to Goals      |            |
| Additional Credit  | 1.5   | Quality Statement 5: Monitor and Revise                    |            |
| <i>Note: Progress Report grades are not yet available for District 75 schools.</i> |       |  |            |

## **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/Teacher 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 your school's 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?
- 

We conducted a comprehensive review of our school's educational program using our formative assessments which include: TC Reading Inventory, Writing on Demand, Words Their Way, EveryDay Math end unit check in progress, EveryDay Math end of unit open ended questions ECAM and Math Exemplars. Summative assessments include: teacher conferring notes, student anecdotal and student observations. These instruments of assessment were used to analyze student performance for this year, we also used it to compare student grade cohorts and summarize school wide trends. The School Quality Review, School Report Card and Progress Reports for the past years were also used to notice school wide trends in all areas of school wide

The major findings from our comprehensive school audit are as follows:

### **Professional Development:**

2009/2010 Progress Report Data indicates need for further enrichment for Levels 3 and 4 students with higher level comprehension strategies with reading, and for at-risk students with specific reading strategies. Thus PS 130 will have a focus on gathering whole school effective, consistent and balanced assessment data, leading to focus on aligning data to specific guided reading instruction, meeting needs of all students.

Progress Report Data indicates need for continued enrichment for Levels 3 and 4 students with higher levels working mathematically strategies with math, and for at-risk students with specific content focused strategies. Thus PS 130 will have a focus on gathering whole school effective, consistent and balanced assessment data, leading to focus on aligning data to specific guided math instruction, meeting needs of all students

School Quality Review (2007-2008) indicated a need to provide teachers with professional development in the use of the latest technology to support instruction and provide a broad and engaging curriculum to enhance learning both within and outside the school day, inclusive technology (see Action Plan))

**Literacy and Math Assessment:**

Quality Review, 2006/2007 and 2007/2008 focused to deepen the use of data to develop questions and answers about what the data reveals relative to student progress and so strengthen the monitoring of the school's progress towards meeting its goals.

Continue use of school-wide data system in all content areas that tracks and monitors students' progress and is able to be used to inform instruction.

School Quality Review 2007/2008 indicated "well-developed" use of gathering and analyzing data. Progress Report indicated need for continuing and further refinement of this work to inform "Value-adding" needed with rigorous pedagogy in Literacy and Math. (see Action Plan)

**Curriculum and Instruction:**

School Quality Review 2006/2007 indicated need to "refine goal setting and planning by expanding specific and measurable class, grade and subject goals that target actual and projected achievement"

Progress Report 2009/2010 indicated need for "Engagement" and "Academic Expectations" to increase from 7.6 to 8.0 and 8.0 to 8.4 respectively. (see Action Plan)

**Use of Resources/Development of Staff:**

Progress Report 2009/2010 indicates attendance rate at a steady gain from 2008/2009 to 2009/2010 by -.1% from 94.4% to 94.3% need to focus on tracking of long term absences and creation of attendance incentive programs.(see Action Plan)

## SECTION V: ANNUAL SCHOOL GOALS

### PS 130 Annual School Goals 2010/2011

#### Goal 1: Using Data to Inform Teaching

To facilitate teachers to utilize data more effectively in their planning and instruction to improve student achievement

\* 78% of grade 4 and 5 students will progress on year on the NYS ELA assessment.

*Interim goal:* All students in Grades K-5 will make a minimum of one year's growth on running records as measured by Fountas and Pinnell levels by June 2011.

\*62.5% of grade 4 and 5 students will progress one year on the NYS Math assessment.

*Interim goal:* All students in Grades K-5 will make at least one year's progress in Mathematics, as measured by end of unit assessments and portfolio tasks' rubrics (formative and summative) by June 2011.

\*By May 2011, 100% of teachers will have accessed data to inform their planning and teaching

**Description:** Focusing on using data to continuously improve students' achievement is an ongoing priority at PS 130 and aligns to the need to value-add further to the SQR criteria of, "ensuring teachers use school, class and student data to plan for and providing differentiated instruction that meets the specific needs of all the students in their charge" (SQR, 3.4) , and " holding teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling" (3.3), based on assessment data.

#### Goal 2: Differentiation

To help teachers increase the level of differentiated instruction based upon identified learning needs, particularly according to cohort analysis

\* 100% of staff will continue to implement Whole School formative and summative data student assessment plan across grade levels and monitor students' outcomes five times year by June 2011. Aims of Learning Directions data base program include:

\* By May 2011, 100% of teachers will demonstrate specific differentiated teaching strategies

**Description:** Key Finding 2 on Instruction (Audit of Written, Taught and Tested Curriculum, NYC DOE & NYS DOE) indicated the need to focus on best practices in curriculum and instruction. The 2007/2008 SQR data also indicated need for value-adding to the notion of "holding teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling and for creating a positive safe and inclusive learning environment" (SQR 3.3). Key Finding 2 on Instruction (Audit of Written, Taught and Tested Curriculum, NYC DOE & NYS DOE) also indicated the need to focus on best practices and differentiated instruction aligned to the School Quality Review findings which, though well-developed in the criteria score indicated an ongoing and continuing need to "ensure teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge" (SQR 3.4), at a deeper and more rigorous level.

### **Goal 3: Communication**

To increase the levels of communication amongst all school constituencies- teachers, parents, students, support staff

\*Continue to build partnerships with Community Organizations, including Arts Connection, Chess in the School, University Settlement after school program, Carnegie Hall, Music Outreach, Learning Leaders, Windsor Terrace Public Library, Brooklyn Center for the Arts, Brooklyn College, PENCIL, Morning Side Center (Conflict Resolution), Brooklyn Museum, Windsor Terrace Alliance, Wellness in the School Program, Girls on the Run.

\* To increase by .6% the Communication score on 2010/2011 Progress Report by June 2011.

\* Continue focus on strong communication with parents, to promote strong liaisons within school community

\* Continue extra enrichment/differentiation with parents and families

\* By June 2011, the School Environment score on Progress Report indicates increased satisfaction with new communication practices

**Description:** Progress Report data indicated need to address all aspects of Communication with and among all constituents in school and classroom organizational capacity.

### **Sub-Goals listed in Section VI Action Plan (see below)**

**SECTION VI: ACTION PLAN**

**Professional Learning  
Communities**

**Subject/Area (where relevant):** \_\_\_\_\_

| <b>Informing Data</b>  | <b>Annual Goal</b><br><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>  | <b>Action Plan</b><br><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>  | <b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i>   | <b>Indicators of Interim Progress and/or Accomplishment</b><br><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>   |
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| <p>2009/2010 Progress Report Learning Environment Survey indicated 66% of teachers at PS 130 believed teachers played a meaningful role in setting goals and making important decisions for the school. This was an increase of 16% from the previous year and needs to continue to be prioritized and addressed with teacher-led whole school strategic planning driven by whole school data analysis</p> <p><b><u>ALIGNS TO:</u></b><br/><b>2009/2010</b> Progress Report Learning Environment Survey indicated 77% of teachers at PS 130 agreed that school leaders communicated clear vision for this school.<br/><b>SQR 2007-2008</b> 5.6 School leaders and staff use each plan's interim and final outcomes to drive the next stage in goal setting and improvement planning<br/><i>(P.S. 130 achieved a "well developed" in this category.</i></p> | <p><b>100% whole staff involvement in developing whole school improvement action plan based on "Breakthrough Framework" to drive successful phases of goal setting at administration and teacher level of planning/actions/monitoring and revising focused on meeting needs of students as identified by external and internal data sources and to feed to more specific CEP plans by (after monitoring and revising 2009/1010 plan)</b></p> <p>*100 % of staff familiar with and utilize PS 130's theory of action and focus in professional development, driven by the teacher-led collaborative vision focused on instructional coherence (parents, teachers, students).</p> <p align="center"><b>MATH</b></p> <p><b>To increase by 1% the number of Grades 4-5 students making a minimum of one year's growth on the NYS Math assessment (from 61.5 % to 62.5%)</b><br/><b>Interim goal: All students in Grades K-5 will make at least one year's progress in Mathematics, as measured by end of unit assessments and portfolio tasks' rubrics (formative and summative) by June 2011</b></p> <p>* 100% of staff to continue</p> | <p>*Professional Development team (Literacy, Math and Technology committee members) to lead data analysis sessions and to lead Brooklyn Queens day session, June 2009 focused on teachers' review of last year's plan and the development of this year's priorities.</p> <p>* Principal, Assistant Principal, coaches, professional development team, School Leadership team teachers, data specialist, and consultants, work together to develop an overview of plan.</p> <p>* Facilitate connections more overtly and explicitly when working on the teacher-led whole school data analysis and strategic planning<br/>*Review vision-building exercises from professional learning communities and strategic planning work during staff development conferences<br/>* Collaboratively vision and voice the "theory of action" present at PS 130</p> <p align="center"><b>MATH</b></p> <p>* June Planning 2010 will focus on the implementation of math program and schedule student assessment periods (P.A.P, Coach, AUSSIE Coach) as well as differentiated tiered EDM lessons, Guided Math sessions and student self-assessments as basis for students' goal-setting. It will also embed "Math in the City" units of work in each grade level- to be scaffolded by Math Coach</p> <p>*Teachers will receive 7 days of PD (6 week cycles plus test prep/June Planning schedules) with Math Coach<br/>*In workshop model instruction, differentiated Tiered Lessons, Guided</p> | <p>* Math/Literacy planning committee retreat May 2010<br/>* Formalized draft plan complete by June 2010 for implementation for 2010-2011 school year<br/>* School Leadership Team revisions June – September<br/>* November 2010 Election Day revise and develop based on ongoing data of progress report.<br/>*Revise and edit December/ March/May</p> <p>*Staff Development Election Day<br/>*Math and Literacy coaches to facilitate and lead discussion</p> <p align="center"><b>MATH</b></p> <p>* September 2010 – June 2011<br/>Materials:<br/>P.A.P., Coach, Aussie, EDM lessons, Guided Math, Student Assessments, Previous Year's School-wide Plan<br/>* September 2010 – June 2011<br/>Materials:<br/>P.A.P., Coach, Aussie, EDM lessons, Guided Math, Student Assessments, Unit of Study</p> | <p>Regular monitoring and revising of achievements in plan with all staff members 2 times a year (November staff development/May)</p> <p><b>PS 130's theory of action is evident through whole school strategic plan's actions and events and professional learning plans and logs.</b></p> <p align="center"><b>MATH</b></p> <p><b>62.5 % of Grades 4 and 5 students will progress one year on NYS Math test</b></p> <p>In 2010-2011, 100% teachers will use school-wide plan in teaching.</p> <p>Logs and agendas show evidence of teachers' pd work.</p> |

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| <p><i>We would like to refine skills in order to maintain as well developed.)</i><br/> <b>SQR 2007-2008</b><br/> <b>5.4 Teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals.</b><br/> <i>(P.S. 130 achieved a “well developed” in this category. We would like to refine skills in order to maintain as well developed.)</i></p> <p><b>SQR 2007-2008</b><br/> <b>5.3 Teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas</b><br/> <i>(P.S. 130 achieved a “well developed” in this category. We would like to refine skills in order to maintain as well developed.)</i></p> <p><b>SQR 2007-2008</b><br/> <b>3.4 Ensure that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all of the students in their charge</b><br/> <i>(P.S. 130 achieved a “well developed” in this category. We would like to refine skills in order to maintain as well</i></p> | <p><b>implementation of formative and summative assessments in Math by coach, teacher mentors, classroom teachers and support staff</b></p> <ul style="list-style-type: none"> <li>* 100% of teachers will use flexible differentiated grouping for math instruction</li> <li>* 80% of teachers will use tiered lessons in daily math instruction</li> </ul> <p>* 80% of teachers will be able to analyze students mathematical thinking by understanding and utilizing the “Exemplar” rubric of the Process Strands</p> <p>* 100% of staff to be introduced to new <b>Common Core Standards</b> and begin investigating alignments and modifications needed to current assessments and curriculum</p> <p>* 100% of Grades 3-5 teachers will be involved with “Implications Meetings” with Design Team’s Two Pen and Problem Solving Interim Assessments so as to build teachers’ content knowledge about implications for instruction</p> <p>* To implement <b>differentiated mathematics professional development program</b> to cater for 100% of teachers’ needs, accounting for various needs, interests and stages of teacher development in implementation of effective learning and teaching in Mathematics</p> <p>*100% of K-5 teachers trained and implement specific diagnosis of math growth points/ misconceptions with all students to ensure early identification and intervention and alignment of this data to daily/weekly instruction</p> | <p>Math lessons, Diagnosis of specific math needs, alignment of assessment data to instruction , Exemplars, games for intervention</p> <ul style="list-style-type: none"> <li>* Math coach will schedule teacher support to help analyze student work, model “the work shop model” and best practices, plan tiered lessons, plan for small group instruction, plan and coach tiered EDM lessons, Math in the City and other Math ideas integrated with EDM, Sep 2010 to June 2011</li> <li>* Math coach to conduct 10 day lab site sessions , modeling the implementation of Math in the City units of work</li> <li>* P.D. cycles and grade level meetings will focus partially on looking at “student work” collaboratively, inclusive of Exemplars</li> <li>* Develop a bank of P.S. 130 student anchor papers for ongoing reference for teachers to confirm judgments and ongoing reference for students</li> <li>* June Planning 2011 teachers will revise programs and implementations for next year</li> <li>* P.D. on new Common Core Standards</li> <li>* P.D. on tagging and aligning lessons in EDM and Math in the City with Common Core critical areas for each grade level as well as standards</li> <li>* Math Coach to organize “Implications Meetings” as part of ESO Design Team and to lead the professional conversations to help scaffold teachers’ knowledge of aligning the assessment data to the instruction, aligning to Common Core Standards</li> <li>* Audit all staff to ascertain professional development needs as well as focusing on strengths of staff to lead professional development or model/share best practices</li> <li>* Using audit information as well as Principal’s/Assistant Principal’s/Math coach’s observations of needs, develop differentiated professional development program in Mathematics for 6 week cycles, with a focus on “teacher leadership and ownership of learning”, inclusive of inter-visitations for grade level and inter-grade level teachers.</li> </ul> | <ul style="list-style-type: none"> <li>* September 2010 – June 2011</li> </ul> <p>Materials:<br/> P.A.P., Coach, Aussie, EDM lessons, Guided Math, Student Assessments, Unit of Study</p> <p>September 2010 – June 2011<br/> Professional development Survey,</p> <p>Student anchor papers for Exemplars and student samples from each class</p> <p>September 2010 – June 2011</p> <p>Professional Development Audit<br/> Coach/Principal/Consultant</p> <p>Materials: ECAM materials and list of students with special needs</p> <p>*September 2010 – June 2011<br/> Materials: ECAM results, observations/conference notes, assessments, games folders per phase of development, First Steps Math Diagnostic tasks and ideas for instruction</p> | <p>All teachers introduced to Common Core Standards and aligning to units of study (Literacy) and Math lessons (Math)</p> <p><b>*Professional development program and schedules aligned to teachers’ needs expressed on audit</b></p> <p>*100% of students exhibit growth evidenced by increasing one phased on ECAM Continuum</p> |
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| <p>developed.)</p> <p><b>SQR 2007-2008 1.1. An objective, constantly updated, understanding of the performance and progress of each student, classroom grade level</b><br/>(P.S. 130 achieved a “well developed” in this category. We would like to refine skills in order to maintain as well developed.)</p> <p><b>SQR 2007-2008 2.1 Engage in collaborative processes to set rigorous, objectively measurable goals for improvement, and to develop plans and timeframes for reaching those goals</b><br/>(P.S. 130 achieved a “well developed” in this category. We would like to refine skills in order to maintain as well developed.)</p> <p><b>SQR 2007-2008 1.7 Training, management systems, and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students</b><br/>(P.S. 130 achieved a “well developed” in this category. We would like to refine skills in order to maintain as well developed.)</p> | <p><b>Teachers as Learning Community</b><br/>* 100% of teachers set personal professional goals, aligned to formal observations’ priorities as well as Californian Standards of Teaching Profession</p> <p><b>NEW TO GRADE/BEGINNING TEACHERS</b><br/>*Provide professional development opportunities in Mathematics for teachers new to grade/ beginning teachers</p> <p>* 50% of professional development schedules consist of teacher choice to allow for differentiation of needs</p> <p>* 25% of professional meetings consist of planning.</p> <p>* 25% of professional meetings consist of modeled/coached lessons from Math Coach.</p> <p><b>LITERACY</b><br/><b>To increase by 1% the number of Grades 4-5 students making a minimum of one year’s growth on the NYS Math assessment (from 77 % to 78%)</b><br/><b>Interim goal: All students in Grades K-5 will make at least one year’s progress in Literacy, as measured by reading levels and phases of growth evident in writing developmental continuum(formative and summative) by June 2011</b></p> <p>* Continue with AUSSIE Literacy consultant to implement professional development that complements literacy coach’s roles, based upon whole school priorities (as informed by data) and teacher’s individual needs<br/>*100 % of teachers receive <b>specific professional development</b> focused on</p> | <p><b>* Continued Whole-school focus for 2010 on mental computation and number sense.</b><br/>* Introduce grade level critical focus areas and Proficiencies/ Standards of <b>Common Core Standards. Use Standards to align/modify curriculum maps and learning targets.</b><br/>* Coaching sessions in P.D. cycles to implement specific weekly outlines in relation to modeling scaffolding, children working with trial tasks, and time for children to analyze tasks with rubric and add on to their own work for improvement.</p> <p>* Focus further professional development sessions on use of Early Childhood Math Interview to new K-5 teachers and to 3-5 teachers to diagnose specific problems/ misconceptions and align to planning for Guided Math.<br/>*Utilize diagnostic tasks in First Steps Mathematics to also inform further intervention within <b>Response to Intervention for Tier 1 and 2 intervention.</b><br/>* Utilize diagnostic tasks to help set interim goals for specific groups of children in each class</p> <p>* Math coach to work with teachers not involved in lab site cycle to familiarize them with ECAM</p> <p>* Teachers set personal professional goals at beginning of each lab site cycle, based on Californian Standards/Danielson’s Professional Standards frameworks becoming basis of individual professional development plan.</p> <p>These goals will guide choices in differentiated professional development programs. At end of lab site cycles and aligned to formal observations with Principal/Assistant Principal, teachers complete goal setting target template based on Californian Standards of Teaching Profession or Danielson’s framework, to establish professional development plan<br/>* Monitoring of goals discussed at post-observation discussions with Principal/Assistant Principal sessions<br/>* Professional Development sessions focused on all staff reviewing whole School Strategic Plan from 2010/2011, highlighting achievements and continued areas of focus.<br/>* Staff Development Day and Grade level meetings to review plan and new assessment data, and develop goals/priorities from data<br/>* Literacy &amp; Math Committee reviewing plan and leading implementation of whole school review and implementation November 2010</p> | <p>September 2010 – June 2011<br/>Materials:<br/>Goal setting template, Californian Standards of Teaching Profession, Danielson’s Framework of Professional Standards, School Strategic Plan</p> <p><b>September 2010 – June 2011</b></p> <p>*Consultants/Coaches</p> <p><b>LITERACY</b><br/>* June Planning 2010 &amp; June Planning 2011<br/>* AUSSIE Literacy Consultant<br/>* Literacy Coach<br/>* Grade level Teachers, Principal, Assistant Principal, students<br/>*Committee Members: Principal, Data Specialist, Parent, School Leadership team (including two members of Data Inquiry team)<br/>* Staff, PTA, SAF, SLT, Network Leader<br/>* Aligning data to instruction templates inclusive of intervention teachers as well as classroom teachers</p> <p>AUSSIE Literacy Consultant<br/>Literacy Coach</p> | <p>*Teachers’ reflections on goals at end of year indicate achievement of professional personal goals</p> <p>Agendas/ Attendance sheets indicate whole staff involvement in reviewing whole school strategic plan</p> <p>*Agendas/Logs indicative of meetings</p> <p>*Professional development schedules indicative of offering teacher choice focused on catering for teachers’ individual needs</p> <p><b>LITERACY</b><br/><b>78% of Grades 4 and 5 students will progress one year on NYS ELA</b></p> <p>*2010-2011 Literacy Units of study include dates for literacy assessments and implemented by 100% of teachers- formal observations notes indicate evidence of this practice<br/>* Agendas of Professional Development sessions indicate literacy focus<br/>* Literacy Consultant’s daily logs indicate p.d. focus<br/>* Reading levels and writing phases of development of each student indicates growth over year</p> |
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| <p><i>Teacher perceptions in the Learning Environment Survey indicate that 94% of teachers agree that school leaders let staff know what is expected of them. Using personal goal-setting will ensure this alignment between expectations of the teacher, the principal and the professional standards stays aligned.</i></p> <p><b>LITERACY</b><br/>SQR 2007-2008<br/>1.1. ; 1.2; 1.3;<br/>1.4 An objective, constantly updated, understanding of the performance and progress of each student, classroom grade level (P.S. 130 achieved "well developed" in this category. We would like to refine skills in order to maintain as well developed.)</p> <p>SQR 2007-2008<br/>1.7 Training, management systems, and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students (P.S. 130 achieved a "well developed" in this category. We would like to refine skills in order to maintain as well developed.)</p> | <p>aligning curriculum, instruction and progress monitoring for ELL's, struggling readers, students with disabilities</p> <p>* 100% of staff facilitates the setting of goals for students through analysis of the available data. Provide descriptive feedback for groups of students focused on improvement and progress to continuously adjust instruction based upon results of classroom instruction.</p> <p>* To ensure <b>focus on differentiation with teachers' professional development</b> aligned to individual classroom needs</p> <p>* 100% of teachers to <b>implement First Steps Writing Continuum</b> as whole school framework to map student's progress and specifically inform instruction</p> <p>* 100% staff to explore and investigate range of <b>Word Study programs</b> to ascertain most effective "fit" for the students at PS 130</p> <p><b>TECHNOLOGY</b><br/>* 100% of staff to be involved with technology Professional Development with technology consultant and members of Technology Committee</p> <p><b>Formal and Informal Observations</b><br/>*100% of teachers involved with Principal Assistant Principal in formal observations involving targeted feedback relating to the instructional core- align to Professional Standards to ensure consistency and fidelity of observations</p> | <p>* Assistant Principal/ Coaches/AUSSIE Consultant to work with each new/beginning teacher</p> <p>* Individualized program for new teachers inclusive of curriculum and instruction focus, behavior management, PS 130 policies and guidelines</p> <p>* Further opportunities for teachers to choose their own professional development based on needs of students and individual needs of teachers</p> <p>*Professional Development should allow for planning time to prepare assessments that are aligned to standards.</p> <p>*Modeling/Coaching of lessons, activities, and assessments by Math Coach</p> <p><b>LITERACY</b><br/>* June Planning 2010 will focus on the reframing of Curriculum Mapping with Literacy units planned towards an integrated approach (aligned to and inclusive of Social Studies/ Science yearly overviews) and schedule student assessment periods (P,A,P, Coach, AUSSIE Consultant)<br/>*Share at SLT meeting, with parents at PTA meeting, with staff at faculty conference, and with SAF and Network leader<br/>* Professional development in grade level meetings on development of <b>integrated units of work</b><br/>* Introduction to <b>Understanding Common Core Standards</b><br/>* Alignment of <b>Common Core Standards to integrated units of work so as to build teachers' understanding further</b></p> <p>* Professional development focused on integrating consistent school-wide understandings about students' goal-setting in Reading and Writing Workshop<br/>* Survey staff re professional learning needs<br/>* Develop professional development program with AUSSIE Consultant and Literacy coach that integrates both whole school data-informed priorities as well as Individual teacher's needs</p> <p>* Building on last year's investigation of three different writing continuums (First Steps, TC Continuum, Primary Literacy Studies) the Literacy Committee garnered feedback from all teachers and have chosen to implement First Steps Writing Continuum,<br/>* Collaboratively implement the use</p> | <p>AUSSIE Literacy Consultant, Literacy Coach, Literacy Committee</p> <p>AUSSIE Literacy Consultant, Literacy Coach, Literacy Committee</p> <p>Teachers, AUSSIE Literacy Consultant, Literacy Coach, Literacy Committee</p> <p><b>TECHNOLOGY</b><br/>Rhys D from Media Spot technology consultant, technology Committee</p> <p>*Principal<br/>*Assistant Principal<br/>*Teachers</p> | <p>(evident in Learning Directions spreadsheets)</p> <p>* Transfer First Steps Writing Continuum data onto Learning Directions spreadsheets<br/>* Student literacy data is collected and monitored: Sept, Nov, Jan, Mar and June and mapped on Learning Directions</p> <p>* Students progress monitored monthly through analysis of ongoing and end of unit assessments<br/>* Revisions to curriculum mapping indicate more specific detailing of skills and strategies to be mastered at each grade level and student outcomes to be attained.</p> <p><b>TECHNOLOGY</b><br/>Logs and agendas indicate 100% of staff received professional development in technology</p> <p>*Teachers receive reflective, focused and specific feedback based on formal observations informed by Professional Standards</p> |
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| <p><i>While 86% of teachers were very satisfied with the regular and helpful feedback given to them by school leaders, there is a need to ensure constructive professional feedback is continued and addressed</i></p> |  | <p>of the First Steps Writing Continuum as tool to map students' progress and direct alignment to use of this data to inform instruction</p> <ul style="list-style-type: none"> <li>* Designate PD sessions to collaboratively look at students' work to confirm professional judgments what to do and where to go.</li> <li>* Integrate Writing Continuum within integrated Literacy units</li> </ul> <p>* Investigate word study programs/ ideas to address concerns about accurate assessment, management, and application of student learning.</p> <ul style="list-style-type: none"> <li>* Discuss ways in which we could incorporate other word study programs to effectively teach our students.</li> </ul> <p><b>TECHNOLOGY</b></p> <ul style="list-style-type: none"> <li>* After-school Smart board training</li> <li>* Classroom-embedded PD with technology consultant</li> <li>* Technology Committee team to</li> </ul> <p>* Schedule of informal observations</p> <p>* Schedule of formal observations</p> <p>* Continue formal observations and align to Professional Standards</p> | <p><b>BUDGET</b></p> <ul style="list-style-type: none"> <li>*TL Fair Student Funding</li> <li>* Title I SWP</li> <li>*Universal Pre K</li> <li>*TL IEP Teacher</li> <li>*TL Mandated Speech Teacher</li> <li>*TL SBST Funding</li> <li>*IDEA ARRA Related Service Para</li> <li>* IDEA IEP Para</li> <li>*TL ASA for AA</li> <li>*TL DRA Stabilization</li> </ul> <p><b>OTPS</b></p> <ul style="list-style-type: none"> <li>*Universal Pre K</li> <li>*TL Fair Student Funding Incremental</li> <li>*TL Fair Student Funding</li> <li>*TL NYSTL Hardware</li> <li>*TL NYSTL Textbooks</li> <li>* TL NYSTL Software</li> <li>*TL NYSTL Library Books</li> <li>*TL I SWP</li> <li>*Title I ARRA SWP</li> <li>*TL Parent Coordinator</li> </ul> <p><b>OTPS</b></p> <ul style="list-style-type: none"> <li>*TL Translation Services</li> <li>*Title I Translation Services</li> <li>*TL Computer Maintenance</li> </ul> |  |
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## Assessment Literacy

**Subject/Area (where relevant):**

| <b>Informing Data</b>   | <b>Annual Goal</b><br><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>   | <b>Action Plan</b><br><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>   | <b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br><i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i>  | <b>Indicators of Interim Progress and/or Accomplishment</b><br><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>  |
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| <p><b>1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level”</b></p> <p>(P.S.130 achieved a well-developed in this category. We would like to refine these skills in order to maintain as well-developed.</p> <p><b>1.5 a measurement of performance and based on the school’s own past performance, and among students, classrooms, grades and subject areas”</b></p> <p>(P.S.130 achieved a well-developed in this category. We would like to refine these skills in order to maintain as well-developed.)</p> | <p><b>Whole School: 100% of staff continues to implement Whole School formative and summative data student assessment plan across grade levels and monitor students’ outcomes five times year by June 2011.</b></p> <p><b>* Mathematics/Literacy: 100% of staff to implement newly revised yearly assessment overview</b></p> <p><b>Aims of Learning Directions data base program include:</b></p> <ul style="list-style-type: none"> <li>* Allow gathering and creation of authentic ways of analyzing student data in order to plan for instruction and meet the needs of individual students in math and ELA, as well as recording student progress in a more effective manner</li> <li>* Giving teachers and administration information in a more effective, efficient teacher friendly way.</li> <li>* Teachers will be able to synthesize this data into the instruments that will allow them to look at students across a continuum in ELA and math.</li> <li>* Teachers will have an easy access to the gamut of entry points at which to plan to meet the needs of individual students.</li> <li>* Teachers will be able to differentiate instruction for small groups and individualized instruction.</li> <li>* Teachers will continue to show increased competence in identifying students’ proximal zone of development and forwarding plans to increase their learning.</li> </ul> <p><b>* ELA Progress indicator value rises from 77 % to 78 %. Reflects better than 81.4% against peers and</b></p> | <ul style="list-style-type: none"> <li>* School staff retreat to review current state of all assessment internal and external to school.</li> <li>* Implement PS 130 DY0 Yearly Assessment Frameworks for Math and Literacy.</li> <li>* Continue implementation of data base assessment gathering onto Learning Directions spreadsheets.</li> <li>* Monitor ongoing implementation with teachers and ascertain any further refinements in consultation with “Learning Directions”</li> <li>* Negotiate with Learning Directions as to faster return rate</li> </ul><br><ul style="list-style-type: none"> <li>* Grade meetings to focus on analysis and use of assessment to adjust teaching to meet each student’s needs</li> <li>* Literacy/Math coaches, AUSSIE Literacy Consultant to facilitate data analysis and use of data to align to instruction during PD days and grade conferences</li> <li>* Continue scoring Exemplars to focus on individual process strands for each Exemplar task.</li> <li>* Teachers to use all process strands score each marking period to inform</li> </ul> | <ul style="list-style-type: none"> <li>* By June 2011, for 5 marking periods, assessment information recorded by staff and given to “Learning Directions” staff</li> <li>* Every five marking periods, teachers will have individual student information reports from “Learning Directions”</li> <li>* Time for teachers to complete Learning Directions spreadsheets</li> <li>* ECAM materials</li> <li>* Data Inquiry Team – Fourth Grade teachers, Literacy Coach, Reading Intervention teacher, Data Specialist</li> <li>* Coaches/staff developers facilitating professional conversations about periodic assessments after publication; facilitating planning and setting goals from this analysis; follow-</li> </ul> | <p>Student assessment data is collected and monitored: Sept, Nov, Jan, Mar and June and electronically mapped on Learning Directions spreadsheets</p> <ul style="list-style-type: none"> <li>* Spreadsheets analyzed by teachers to inform adjustments needed for teaching</li> <li>* Agendas of grade level meeting to refine the consistency in analysis of math and literacy to inform instruction moderated by literacy and math coaches.</li> <li>* Schedule meetings at the end of each assessment period to discuss student progress by grade level.</li> <li>* Plan for the alignment of literacy and math assessment for the school calendar year</li> <li>* Teachers utilizing assessment templates, planning documents and monitoring student’s progress on weekly basis.</li> <li>* Records of student’s progress collected each month by administration and monitored for progress</li> <li>* Students improving in text level and</li> </ul> |

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|  | <p>77.1% against city horizon<br/>* <b>ELA Performance indicator</b> value rises from 59.1% to 60.1%. Reflects better than 60.1 % against peers</p> <p>*Identify and analyze all State assessment data according to NCLB categories and develop implications for practice</p> <p>*Continue focus on: Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required (SQR)</p> <p>* To access school-wide data to specifically identify school-wide focus group and target population through analysis of data for Data Inquiry Team</p> | <p>report card and to inform next steps in problem solving teaching</p> <p>*Utilize the Early Childhood Assessment in Mathematics (ECAM) with all students K-2 and at risk students (lowest third) grades 3-5 as diagnostic to inform appropriate activities for each student during guided math and differentiated tiered lessons. Introduce First Steps Diagnostic tasks as an optional diagnostic tool.</p> <p>*Utilize information gathered from ECAM assessments through differentiated instruction or small group activities.</p> <p>* Data Inquiry Team to continue to utilize data base to further monitor and revise</p> <p>*Data Inquiry Team work to focus on further skills’ analysis, planning of interventions and focus on Grade 4 students’ writing and listening skills during extended time.</p> <p>* Facilitate teachers to set goals/make plans to reach goals for students- grade level meetings through “looking at student work” and setting goals/plans; regular goal modification with monitoring student work, create “next steps” – teaching points based on data.</p> <p>* Facilitate students to set goals for Literacy and Math and regularly monitor their own progress at the end of each unit</p> <p>*Facilitate teachers to access and analyze assessments and diagnostic measures of progress and comparisons eg. Grade level meetings to analyze assessment data, set goals and adjust teaching plans and to show minimum bottom-line assessment</p> <p>*Provide copies of individual LD Student Data to out-of-classroom intervention teachers (resource, ESL, AIS, etc.)</p> <p>*Data Inquiry Teams for Fifth Grade Math (continuing DIT from last year) using baseline and other ongoing formative assessments in reading and math.</p> <p>* <i>Student Progress</i>: Data Specialist analyzes data with ITT tool; for each grade custom filter each student who made progress between -.25 and +.1; students who did not make a year’s progress or who may slip back in this year (if number of students small, broaden range); identify these students within AIS programs/ other programs in schools/ classrooms to ascertain monitoring and revising of plans needed; develop action plans for this cohort; identify these students with class teachers and plan and set goals for them within classroom</p> | <p>up conversations about student’s progress</p> <p>* AIS team to analyze data further; class teachers and AIS team members to hold ongoing discussions about student’s progress and monitor and adapt plans and teaching accordingly</p> <p>* Teachers plan for and monitor extra intervention specific to students needs after analysis of student data</p> <p>* Data Specialist to complete analysis of data with ITT tool</p> <p>* AIS team and class teachers utilize filtered analysis to re-check plans and goals for specific students and monitor progress accordingly</p> <p>*In September 2010, out-of-classroom intervention teachers (resource, AIS, etc.) will have individual LD spreadsheets for the students they are working with.</p> <p>*Provide LD spreadsheets with new classes to teachers in June, or prior to the first day of school in September.</p> | <p>acquisition of specific comprehension strategies</p> <p>* <b>ELA Progress indicator</b> value rises from 77 % to 78 %. Reflects better than 81.4% against peers and 77.1% against city horizon</p> <p>* <b>ELA Performance indicator</b> value rises from 59.1% to 60.1%. Reflects better than 60.1 % against peers</p> <p>* Level 3 and 4 students challenged with higher level comprehension strategies</p> <p>* AIS team develop, monitor and reflect on their work and progress with students- half yearly and at end of year; discuss with Principal and Assistant Principal.</p> <p>* All students tracked as to <u>progress</u> in Literacy and Math</p> <p>* Data Inquiry Team tracks progress of 21 fourth grade students who scored Level 2 on State ELA exam. Interim goals and students’ goals set with reading intervention teacher indicate progress from September 2010 through June 2011.</p> |
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|  |  | <p>* Data Specialist ensures this data analysis is given and discussed with grade level teachers</p> | <p><b>BUDGET</b><br/> *TL Fair Student Funding<br/> * Title I SWP<br/> *Universal Pre K<br/> *TL IEP Teacher<br/> *TL Mandated Speech Teacher<br/> *TL SBST Funding<br/> *IDEA ARRA Related Service Para<br/> * IDEA IEP Para<br/> *TL ASA for AA<br/> *TL DRA Stabilization<br/> <b>OTPS</b><br/> *Universal Pre K<br/> *TL Fair Student Funding Incremental<br/> *TL Fair Student Funding<br/> *TL NYSTL Hardware<br/> *TL NYSTL Textbooks<br/> * TL NYSTL Software<br/> *TL NYSTL Library Books<br/> *TL I SWP<br/> *Title I ARRA SWP<br/> *TL Parent Coordinator<br/> OTPS<br/> *TL Translation Services<br/> *Title I Translation Services<br/> *TL Computer Maintenance</p> |  |
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## Classroom Teaching

Subject/Area (where relevant): \_\_\_\_\_

| Informing Data | Annual Goal<br><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>   | Action Plan<br><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>  | Aligning Resources: Implications for Budget, Staffing/Training, and Schedule<br><i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>   | Indicators of Interim Progress and/or Accomplishment<br><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>  |
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|                | <p><b>Whole School: 100% of staff continue to implement Whole School formative and summative data student assessment plan across grade levels and monitor students' outcomes five times year by June 2011.</b></p> <p><b>* Mathematics/Literacy: 100% of staff to implement newly revised yearly assessment overview</b></p> <p>Aims of Learning Directions data base program include:</p> <ul style="list-style-type: none"> <li>* Allow gathering and creation of authentic ways of analyzing student data in order to plan for instruction and meet the needs of individual students in math and ELA, as well as recording student progress in a more effective manner</li> <li>* Giving teachers and administration information in a more effective, efficient teacher friendly way.</li> <li>* Teachers will be able to synthesize this data into the instruments that will allow them to look at students across a continuum in ELA and math.</li> <li>* Teachers will have an easy access to the gamut of entry points at which to plan to meet the needs of individual students.</li> <li>* Teachers will be able to differentiate instruction for small groups and individualized instruction.</li> <li>* Teachers will continue to show increased competence in identifying students' proximal zone of development and forwarding plans to increase their learning.</li> </ul> | <ul style="list-style-type: none"> <li>* Implement goal setting templates for each unit of study and facilitate students setting realistic specific goals for learning and continued and ongoing monitoring of achievement of these goals</li> <li>* Differentiate the use of various goal-setting templates within each classroom, particularly for ELL and special education students</li> </ul><br><ul style="list-style-type: none"> <li>* Workshop Model templates with differentiated student activities</li> <li>* To incorporate Math coach modeling/demonstrations/coaching of differentiated lessons, games, and activities using Workshop Model 50% of PD time</li> <li>* Math coach providing professional development in analyzing the DYO data to incorporate appropriate mini-lessons and to form small group instruction so teachers may better implement instruction</li> <li>* Coaching of differentiated student activities aligned to, and informed by assessment data</li> <li>* Ensure daily lessons cater specifically for each students needs through tiered lessons and differentiated instruction</li> <li>* All teachers implementing Guided Math sessions on weekly basis as well as daily differentiated tiered student activities during Workshop Model lessons</li> <li>* Consistent scaffolding and modeling of the Exemplar tasks and Open Response tasks in all grades</li> <li>* All teachers grades 1 – 5 continue introducing/tagging the Open Response at the beginning of each unit and referring to it as the class works through the unit</li> </ul><br><ul style="list-style-type: none"> <li>* Implement the Early Childhood Assessment in Mathematics (ECAM) with all students K-2 and at risk students (lowest third) grades 3-5 informing appropriate activities for each student during guided math and differentiated tiered lessons.</li> </ul><br><ul style="list-style-type: none"> <li>* Implement various instruments for diagnosing</li> </ul> | <ul style="list-style-type: none"> <li>* EDM Assessment templates in Assessment Binders</li> <li>* Differentiated goal-setting templates</li> <li>* Differentiated goal-setting templates</li> <li>* Classroom teachers/ Math Coach</li> <li>* Learning Directions Spreadsheets</li> <li>* Math Coach</li> <li>* Collection of student anchor papers for reference/modeling</li> <li>* Charted Open Response Tasks</li> <li>* ECAM Student Booklets</li> <li>* ECAM teacher kits including class summary sheets</li> <li>* Coverage for the professional development of teachers around the implementation of ECAM</li> <li>* Booker Profile Kit</li> </ul> | <p>TARGET PROGRESS REPORT:</p> <ul style="list-style-type: none"> <li>* <b>Math Progress indicator</b> value rises from 61.5% to 62.5 %. Reflects better than 45% against peers and 39% against city horizon</li> <li>* <b>Math Performance indicator</b> value rises from 62.7% to 63.7%. Reflects better than 31.8% against peers and 31% against city horizon</li> <li>* 100% of teachers have completed their Learning Directions Spreadsheets and are using them to plan for instruction</li> <li>* Math Coach schedule reflecting team planning and teaching in classrooms</li> <li>* 100% of classrooms will have the current unit's Open Response displayed with post-it prompts</li> <li>* <b>Median growth of lowest third of students will increase to 63%</b></li> <li>* <b>Students in lowest third will be identified through diagnostics and will show improvement of at least one phase of</b></li> </ul> |

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|  | <p>* <b>ELA Progress indicator value rises from 77 % to 78 %. Reflects better than 81.4% against peers and 77.1% against city horizon</b></p> <p>* <b>ELA Performance indicator value rises from 59.1% to 60.1%. Reflects better than 60.1 % against peers</b></p> <p>*Identify and analyze all State assessment data according to NCLB categories and develop implications for practice</p> <p>*Continue focus on: Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required (QR)</p> <p>* To access school-wide data to specifically identify school-wide focus group and target population through analysis of data for Data Inquiry Team</p> | <p>students' mathematical understanding such as the Booker Profiles, Basic Facts Interview &amp; First Steps Diagnostic Tasks informing appropriate activities for each student during guided math and differentiated tiered lessons</p> <p><b>*Trial pilot PAN interview tools with one teacher</b></p> <p>*Planning sessions in June 2010 for each grade level to develop yearly overview of expectations inclusive of unit appropriate OR and Exemplar tasks per month</p> <p>* During planning sessions in June 2010 <b>change</b> specific weekly outline in relation to modeling scaffolding, children working with trial tasks, and time for children to analyze tasks with rubric and add on to their own work for improvement to follow 1) children try trial task after reading and understanding 2) teacher analyzes student work to strategically choose certain students to share their thinking based on teaching points seen as next steps for students &amp; Model thinking and representing as necessary 3) Children do actual Exemplar task &amp; then use rubric to examine their own work and discuss</p> <p>* Teachers will receive a certain # of days of PD (yet to be determined) with Literacy AUSSIE consultant in implementation of First Steps Writing Continuum and accompanying "looking at student work" sessions and word study</p> <p>* Teachers will participate in professional development days that focus on investigating word study, implementing the writing continuum and also reading assessments from August 10 to May 11 (P, A.P.)</p> <p>* Teacher support by Principal, A.P, Coach and AUSSIE Literacy consultant during school year</p> <p>* June Planning 2010 teachers will revise programs and implementations for next year</p> <p>*Implement goal setting templates for each unit of study and facilitate students setting realistic specific goals for learning and continued and ongoing monitoring of achievement of these goals</p> <p>* Differentiate the use of various goal-setting templates within each classroom, particularly for ELL and special education students.</p> <p>* Differentiate instruction and provide support for ELL and special education students.</p> <p>* Focus on differentiation through tiering student activity component of workshop model lessons</p> <p><b>a) Reading:</b></p> <p>*Systematize reading practices across the school to maximize all students' achievement through focus on implementing and analyzing running records and miscue analysis to inform specifically targeted daily guided reading and</p> | <p>*Addition, Subtraction, Multiplication Inventory Sheets</p> <p>* First Steps Diagnostic tasks</p> <p>* Professional Development on ways to implement and analyze the Booker Profiles and Basic Fact Inventory</p> <p>* PAN grant funds</p> <p>* Planning templates</p> <p>* Templates for Literacy database</p> <p>* Range of differentiated goal-setting templates</p> | <p><b>development</b></p> <p>*ECAM student booklets will be filled out</p> <p>*ECAM class summary sheets will be filled out</p> <p>*Guided math groups will reflect findings from the ECAM and other diagnostics</p> <p>* Basic Fact Inventory sheets will be filled out for individual students</p> <p>* Students' growth in writing mathematically is indicated on Process strands rubric and monitored to inform next steps in teaching</p> <p>* A yearly overview of unit appropriate Exemplars and OR tasks</p> <p>* A yearly scaffolded outline of teaching problem solving on periodic basis</p> <p>* <b>ELA Progress indicator value rises from 77 % to 78 %. Reflects better than 81.4% against peers and 77.1% against city horizon</b></p> <p>* <b>ELA Performance indicator value rises from 59.1% to 60.1%. Reflects better than 60.1 % against peers</b></p> <p>* Level 3 and 4 students challenged with higher level comprehension strategies</p> <p>*Half yearly monitoring of achievement of goals of Literacy PD</p> |
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|  |  | <p>small group strategy lessons</p> <ul style="list-style-type: none"> <li>* Guided Reading and/or strategy lessons including small group instruction sessions daily within Literacy Block revised daily according to students' needs</li> <li>* By the end of the 2010-2011 school year, classroom libraries will be updated and added upon</li> <li>* Investigate other word study programs and decide</li> <li>* Ongoing: focus on teaching comprehension more in-depth- use of comprehension rubric to monitor progress</li> <li>* Classroom libraries – updated and added upon.</li> <li>* Beginning September 2010 - Meet needs of higher level students via book clubs, literature circles</li> <li>* Beginning September 2010- continue using column headings from spreadsheets to inform and differentiate teaching of individual students.</li> </ul> <p><b>b) Writing:</b></p> <ul style="list-style-type: none"> <li>* Small group sessions based on <b>Writing Continuum</b> revised according to students' needs</li> <li>* Engage students in daily writing practices within the different genres across the grades</li> <li>* Implement <b>First Steps Writing Continuum</b> as tool to map students' progress and inform instruction</li> </ul> <p><b>c) Technology</b></p> <ul style="list-style-type: none"> <li>* Embed technology standards within units of work to ensure integration of technology within daily classroom practice</li> <li>* With introduction of Smartboards in each classroom, ensure teachers are using them for Literacy and Mathematics Workshop lessons (see professional development for aligned staff development option)</li> </ul> | <p><b>BUDGET</b></p> <ul style="list-style-type: none"> <li>*TL Fair Student Funding</li> <li>* Title I SWP</li> <li>*Universal Pre K</li> <li>*TL IEP Teacher</li> <li>*TL Mandated Speech Teacher</li> <li>*TL SBST Funding</li> <li>*IDEA ARRA Related Service Para</li> <li>* IDEA IEP Para</li> <li>*TL ASA for AA</li> <li>*TL DRA Stabilization</li> </ul> <p><b>OTPS</b></p> <ul style="list-style-type: none"> <li>*Universal Pre K</li> <li>*TL Fair Student Funding Incremental</li> <li>*TL Fair Student Funding</li> <li>*TL NYSTL Hardware</li> <li>*TL NYSTL Textbooks</li> <li>* TL NYSTL Software</li> <li>*TL NYSTL Library Books</li> <li>*TL I SWP</li> <li>*Title I ARRA SWP</li> <li>*TL Parent Coordinator</li> <li>OTPS</li> <li>*TL Translation Services</li> <li>*Title I Translation Services</li> <li>*TL Computer Maintenance</li> </ul> | <p>All children mapped onto writing continuum and continuum used as basis for planning</p> <p>All students exhibit growth in achieving further</p> <p>Writing Indicators in the Phase or next phase on First Steps Writing Continuum</p> |
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**Subject/Area (where relevant): Intervention & Assistance**

| <p><b>Informing Data</b></p>   | <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>   | <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>  | <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</p> | <p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>   |
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| <p><b>By July 2012, all schools in NYS will be required to have a comprehensive RtI plan</b></p> <p><b>7% of teachers indicated on the 2009/2010 Learning Environment Survey that they were satisfied that the school communicates effectively with parents when students misbehave.</b></p> <p><b><u>Mathematics</u></b></p> <p><b><u>2008-2009 Progress Report</u></b> indicates 96.8% of students achieving level 3 or 4 and mean student proficiency for level 3 and 4 students is 3.89, indicating the need for further enrichment.</p> <p>With change of cut scores and benchmarks in state tests in 2009-2010, need to re-set goals for students achieving Levels 1-4. Average raw score for students increased from 33.92 (2008/2009) to 54.18 (2009/2010)</p> <p><b><u>SOR Quality Statement 2-Plan and Set Goals</u></b> that the school is well developed for statement 2.3 <i>identify and improve the performance and</i></p> | <p><b><u>Response to Intervention</u></b></p> <p>* 100% of staff to be scaffolded in developing an understanding of RTI and its application to their teaching at PS130</p> <p><b><u>School Safety Plan</u></b></p> <p>* Implement School Safety Plan</p> <p><b><u>Mathematics</u></b></p> <p>* To increase by 1% the number of Grades 4-5 students making a minimum of one year's growth on the NYS Math assessment (from 61.5 % to 62.5%)</p> <p>* To increase the median growth of progress of students in lowest third from 62% to 63%<br/><i>Interim goal: All students in Grades K-5 will make at least one year's progress in Mathematics, as measured by end of unit assessments and portfolio tasks' rubrics (formative and summative) by June 2011</i></p> <p>* Challenge Levels 3 and 4 students to extend their thinking and reasoning skills mathematically</p> <p>* Cater for students' mathematical needs specifically</p> | <p>*RTI professional development sessions to look at three phases of implementation a) Building Consensus b) Organizational Structures c) Implementation &amp; Evaluation</p> <p>* Conduct intervention audit to ascertain current reality</p> <p>* Utilize RTI checklist to monitor development of school-wide plan</p> <p>*Revise and re-develop School Safety Plan with School Safety Committee</p> <p>* Send to BOE for ratification</p> <p>*Communicate redesigns with whole staff</p> <p>*Revisit processes for addressing students' misbehavior in line with City's Discipline Code-collaboratively including Guidance Officer</p> <p>* Identify students' in lowest third by sub-group and share with teachers. Teachers to analyze in terms of implications for daily differentiated practice</p> <p>* Continue Tuesday/Thursday Math Intervention (Levels 1 and 2) &amp; Saturday Academy as Math Enrichment (Levels 3 &amp; 4)</p> <p>* Continue Math Club after-school for students identified as Requiring further challenge</p> <p>Ensure whole school intervention is structured within three levels of intervention including tier one within classroom intervention; tier two push-in intervention and tier three pull-out intervention. Insure regular monitoring of students at risk, and re-planning for students at risk.</p> <p>*Implement the Early Childhood Assessment in Mathematics</p> | <p>* Math Coach</p> <p>* Math Cluster teacher</p> <p>* Teachers</p> <p>* ECAM Student Booklets</p> <p>*ECAM teacher kits including class summary sheets</p> <p>*Coverage for the professional development of teachers around the implementation of ECAM</p> <p>* Booker Profile Kit</p>        | <p>Action Plan developed for roll-out of RtI</p> <p>* Building Consensus phase started with pd sessions</p> <p>School Safety Plan revised, re-developed and implemented 2010/2011</p> <p>* <b><u>Math Progress indicator</u></b> value rises from 61.5% to 62.5 %. Reflects better than 45% against peers and 39% against city horizon<br/>Median growth of students in lowest third increases from 62% to 63%</p> <p>* <b><u>Math Performance indicator</u></b> value rises from 62.7% to 63.7%. Reflects better than 31.8% against peers and 31% against city horizon</p> <p>*ECAM student booklets will be completed on students at-risk</p> <p>*ECAM class summary</p> |

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| <p><i>progress o those students in greatest need of improvement. Need to value add.</i></p> <p><b>SQR Quality Statement 5- Monitoring and Revise:</b> The School is well developed for statements 5.3, 5.4 and 5.5. Need to value add.</p> <p><b>SQR Quality Statement 2- Planning &amp; Setting Goals</b></p> <p>2.2 focus on each student,...whose performance or progress has been identified by the school</p> <p>2.3 identify and improve the performance and progress of those students in the greatest need. (Need to continue addressing these specific needs)</p> <p><b>While 85% of teachers indicated they were very satisfied with order and discipline being maintained at PS130 (an increase of 15% from the previous year), this needs to be continued and satisfaction perceptions increased further with the continued building of a supportive, safe environment</b></p> <p>Staff Developer has noted students' need to improve fluency in reading</p> <p><b>SQR Quality Statement 3 (2007/2008)</b></p> <p><b>3.4 ensure that teachers use school, class and student data to plan and provide differentiated instruction that meets the specific needs of all students in their charge (well developed 2007/008 but need to continue focusing in</b></p> | <p>* Ensure continued alignment of c) intervention services to meet each student's needs.</p> <p>* By November 2010 specifically diagnose and plan for student' needs in lowest third in mathematics for all students K-2 in counting, numeration, and for at risk students 3-5</p> <p>*By January 2011 specifically diagnose and plan for students' strategy and automaticity needs in mathematics for all students K-2 in addition/subtraction and for at risk students 3-5 in all operations</p> <p><b>Literacy Data Inquiry Teams:</b><br/> <b>Progress Report Learning Environment Survey will indicate increased confidence in Safety and Respect score from 8.3 to 8.4</b><br/> <u>Data Inquiry Team: Social Emotional. 14 teachers with 20 students</u><br/> * Create a caring, safe whole school community<br/> * Facilitate Morningside Center 4R's Program (Reading, Writing, Respect and Resolution) to further develop PS 130's focus on the "whole child" , developing students' academic, social, emotional and academic competence</p> <p><u>Data Inquiry Team involving Whole School : Reading (Focus on Fluency)</u></p> <p><u>Possible Data Inquiry Team: Mathematics (Grade 5)</u><br/> Continue DIT from 2009/2010 to Grade 5</p> | <p>(ECAM) with all students K-2 and at risk students (lowest third) grades 3-5 informing appropriate activities for each student during guided math and differentiated tiered lessons.</p> <p>*Implement various instruments for diagnosing students' mathematical understanding such as the Booker Profiles, Basic Facts Interview and First Steps Diagnostic Tasks informing appropriate activities for each student during guided math and differentiated tiered lessons</p> <p>* Grade binders of math games with focused skills/strategies for each grade</p> <p>* Continue Data Inquiry<br/> *Continue 4 R's (Reading, Writing, Respect and Resolution) Program integrating conflict resolution within language arts curriculum K-5<br/> * Facilitate peer mediation to build leadership skills and train students to actively mediate conflicts between peers<br/> * Peace Helpers/Peace Corners: Train younger students as peace helpers<br/> *Lunch Clubs: Facilitate ongoing lunch club to further develop interpersonal skills of specific students<br/> * K-5 &amp; After-School Program: Using "Resolving Conflict Creatively" curriculum, facilitate development of skills of active listening, assertiveness, handling feelings, negotiation, mediation, celebrating differences and standing up to bias.</p> <p>*Introduce DIT processes and stages to implement year-long action research involving all teachers with one child case study per teacher focused on improving fluency of reading<br/> * Continue DIT 2010/2011 monitoring and tracking last year's cohort<br/> *Regular faculty meetings focused on DIT work following DIT processes<br/> * Intervention push-in more as opposed to pulling out and involved in data inquiry team planning/<br/> * Fluency case studies for Data</p> | <p>*Addition, Subtraction, Multiplication Inventory Sheets<br/> * Professional Development on ways to implement and analyze the Booker Profiles and Basic Fact Inventory</p> <p><b>* Morningside Center staff developers</b><br/> <b>* Classroom Teachers</b><br/> <b>* Intervention Team</b></p> <p>* All teachers<br/> * DIT Reading (Fluency)<br/> * DIT Reading (Grade 5)</p> <p>* Literacy Coach<br/> * Teachers</p> <p>* Data Specialist<br/> * PPC team<br/> * Classroom teachers<br/> * Data Inquiry Team</p> <p>* Classroom Teachers<br/> * Data Specialist<br/> * Learning Directions spreadsheet<br/> * Reading Intervention Programs (e.g. Wilson, Foundations, Earobics, Voyager, Imagine Learning)</p> | <p>sheets will be completed on students at-risk<br/> *Guided math groups will reflect findings from the ECAM and other diagnostics</p> <p>*Basic Fact Inventory sheets will be filled out for individual students. Students will monitor own progress in gaining automaticity throughout year.</p> <p><b>* Students self assessments/survey continue to indicate confidence in PS130 as safe environment</b></p> <p><b>* Progress Report Learning Environment Survey will indicate increased confidence in Safety and Respect score from 8.3 to 8.4`</b></p> <p><b>* ELA Performance indicator value rises from 59.1 % to 60.1%. Reflects better than 60.1 % against peers</b></p> <p>* Continued monitoring of each student indicates progress in specific areas</p> <p>* PPC/Data Inquiry team meetings indicate continued monitoring and renewed setting of goals as students progress</p> |
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| <p><b>this area to ensure all students' needs are met)</b></p> | <p>* Challenge Levels 3 and 4 students to extend their critical thinking and reasoning skills</p> <p>* Ensure continued alignment of intervention services to meet each student's needs at three levels of intervention including tier one within classroom intervention; tier two push-in intervention and tier three pull-out</p> <p>* Extend DIT (Date Inquiry Team) work to ALL testing grades (3-5) as a push-in model to help strugglers develop strategies.</p> | <p>Inquiry teams to investigate studying more students</p> <p>* Develop Grade binders of math games with focused skills/strategies for each grade-one option for differentiated pd.</p> <p>* Continue Monday/Wednesday Literacy Intervention (Levels 1 and 2) &amp; Saturday Academy as Literacy Enrichment (Levels 3 &amp; 4)</p> <p>*Analyze student reading levels to prioritize and rotate early morning groups as needed.</p> <p>*Continue having second intervention teacher (out of classroom teachers and paraprofessionals) in early childhood classroom before school during literacy intervention</p> <p>*Analysis of student data to indicate student's needs and align appropriate intervention services through PPC planning and setting goals and actions; classroom teachers planning and setting goals and alignment of instruction</p> <p>* Utilize data on Learning Directions to inform teachers Level 1 intervention with struggling writers and stronger writers</p> <p>* Grade level meetings to share writing samples and develop professional judgments and consistency in scoring as well as planning for instruction from writing pieces, utilizing a variety of strategies such as writing prompts for homework to ensure all students' needs are met</p> <p>* Research and implement appropriate reading intervention programs</p> | <p><b>BUDGET</b></p> <p>*TL Fair Student Funding<br/>* Title I SWP<br/>*Universal Pre K<br/>*TL IEP Teacher<br/>*TL Mandated Speech Teacher<br/>*TL SBST Funding<br/>*IDEA ARRA Related Service Para<br/>* IDEA IEP Para<br/>*TL ASA for AA<br/>*TL DRA Stabilization</p> <p><b>OTPS</b></p> <p>*Universal Pre K<br/>*TL Fair Student Funding Incremental<br/>*TL Fair Student Funding<br/>*TL NYSTL Hardware<br/>*TL NYSTL Textbooks<br/>* TL NYSTL Software<br/>*TL NYSTL Library Books<br/>*TL I SWP<br/>*Title I ARRA SWP<br/>*TL Parent Coordinator<br/>OTPS<br/>*TL Translation Services<br/>*Title I Translation Services<br/>*TL Computer Maintenance</p> |  |
|--|--|---|---|--|

## Home, School & Community Partnerships

Subject/Area (where relevant):

| <b>Informing Data</b>   | <b>Annual Goal</b><br><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>   | <b>Action Plan</b><br><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>   | <b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>   | <b>Indicators of Interim Progress and/or Accomplishment</b><br><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>   |
|---|---|--|---|---|
| <p><b>96% of parents on the 2009/2010 Learning Environment Survey of the Progress Report indicated they were satisfied with the education their child had received during 2009/2010</b></p> <p><b>94% of parents on the 2009/2010 Learning Environment Survey of the Progress Report indicated that they were very satisfied with the opportunities they had to be involved in their child's education. This needs to be continued and strengthened further</b></p> | <p>* Continue to build partnerships with <b>Community Organizations, including</b> ArtsConnection, Chess in the School, University Settlement after school program, Music Outreach, Learning leaders, Windsor Terrace Public Library, Brooklyn Center for the Arts, Carnegie Hall, Brooklyn College, PENCIL, Morning Side/Conflict Resolution, Brooklyn Museum, Windsor Terrace Alliance, Wellness in School Program, Cooking classes, Gym classes, Girls on the Run, Dance and Movement, International Day, Chorus Performances, Prospect Park Alliance, Cooper Union, Million Trees Foundation, Extended Learning Time Partnership with TASC</p> <p>* Continue focus on strong communication with parents, to promote strong liaisons within school community</p> | <p>* Students experience and explore variety of art materials and techniques as outlined in New York City's Blueprint for the arts and utilize community partnerships to complement visual arts program.</p> <p>* Schedule Super Saturdays Family Arts and Music workshops for parents, students and school staff</p> <p>*Schedule Arts and Music performances for Pre-K parents and students</p> <p>*Schedule various programs With various community based Organization throughout the School year ( Career Day, Carnival, School wide Recycling Project,, Authors/Illustrators visit, Whole class technology demonstrations (eg Smartboards)</p> <p>*Increase number of neighborhood trips across the grades to increase community awareness</p> <p>* Develop &amp; implement grade level parent meetings as well as Curriculum Teas focused on grade level specific content and how to best support students as mathematicians</p> <p>*Extended Learning Time , counselor workshops, parent workshops, greet and meet breakfast</p> <p>* Principal's newsletters</p> <p>* Use of Bulletin Boards in Office and foyers for further information</p> <p>* Family Workshops</p> <p>* Continue implementing Parents' perception surveys</p> <p>* Cycles of teacher facilitated workshops</p> <p>*Monthly Nutrition Committee meetings</p> <p>*Increase the access of e-mail communication with parents</p> <p>*Develop Parent e-mail distribution list</p> <p>*Add to P.S. 130 Web Site w/ monthly grade updates/free</p> | <p>Visual Arts teachers<br/>Classroom teachers<br/>Community partnerships listed.<br/>Parent coordinator</p> <p>*Principal and Parent coordinator</p> <p>*ArtsConnection, Assistant Principal</p> <p>*Principal, Assistant Principal, Parent coordinator, science Teacher</p> <p>*Principal, Assistant Principal, Parent Coordinator<br/>Technology Team, Extended Learning Time Liaison, Teacher Specialist, Classroom Teachers</p> <p>*Principal, Assistant Principal, Parent Coordinator<br/>Technology Team</p> | <p><b><u>TARGET PROGRESS REPORT</u></b><br/><b>Parent Academic Expectations score to increase from 8.3 to 8.5</b></p> <p><b><u>TARGET PROGRESS REPORT</u></b><br/><b>Progress Report Learning Environment score for Parent Communication to increase from 8.1 to 8.2</b></p> <p>Internal school parent and student surveys will indicate increased satisfaction with all aspects of school focus.</p> |

|  |  |  |  |  |
|--|--|--|--|--|
|  | <p><b>PTA</b><br/> *Continue focus and support of our PTA, with school activities, parent outreach and community outreach</p> <p>* Continue extra enrichment programs sponsored by the PTA</p> | <p>resources for family recreation/time sensitive information<br/> *Teacher committee for collaboration with PTA activities/events</p> <p><b>PTA</b><br/> * Monthly sharing of school news<br/> *Class Parent<br/> *Suggested Parent/Teacher Meeting Directly After School<br/> *Grade News Letter<br/> *Continuing family movie night<br/> * Enrichment clubs<br/> *PTA Parent meet and great<br/> *PTA participation in Dist 15/5K run<br/> *Family nights<br/> *Holiday Bazaar<br/> *Holiday Concert<br/> *Book Fair<br/> *School Spirit Days<br/> *Teacher her Appreciation Day<br/> *Teacher welcome breakfast<br/> *Mother’s day/Father’s day sale<br/> *Plant event</p> <p><b>FUTURE ACTIVITIES TO BE PLANNED</b><br/> *Parent as Reading Partners<br/> *Parent as Math Partners<br/> *PTA meeting at the library to discuss levels/ characteristics of each level<br/> *Cycles of teacher facilitated parent workshops in literacy, math , ESL<br/> * School-wide project for Earth Day<br/> *Parent Magazine Delivered to the school<br/> *Ceremony to celebrate perfect attendance</p> | <p><b>PTA</b><br/> PTA, members at large, parent volunteers</p> <p><b>BUDGET</b><br/> *TL Fair Student Funding<br/> * Title I SWP<br/> *Universal Pre K<br/> *TL IEP Teacher<br/> *TL Mandated Speech Teacher<br/> *TL SBST Funding<br/> *IDEA ARRA Related Service Para<br/> * IDEA IEP Para<br/> *TL ASA for AA<br/> *TL DRA Stabilization</p> <p><b>OTPS</b><br/> *Universal Pre K<br/> *TL Fair Student Funding Incremental<br/> *TL Fair Student Funding<br/> *TL NYSTL Hardware<br/> *TL NYSTL Textbooks<br/> * TL NYSTL Software<br/> *TL NYSTL Library Books<br/> *TL I SWP<br/> *Title I ARRA SWP<br/> *TL Parent Coordinator OTPS<br/> *TL Translation Services<br/> *Title I Translation Services<br/> *TL Computer Maintenance</p> <p><b>PTA Funds</b></p> |  |
|--|--|--|--|--|

Revised 12/9/10

## **EQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM(DRAFT/PENDING ASSESSMENT SCORES)**

*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:<br>Guidance<br>Counselor | At-risk Services:<br>School<br>Psychologist | At-risk Services:<br>Social Worker | At-risk<br>Health-related<br>Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
|       | # of Students<br>Receiving AIS             | # of Students<br>Receiving AIS              | # of Students<br>Receiving AIS     | # of Students<br>Receiving AIS        |
| K     | 20                             | 20                             | N/A                            | N/A                            | 1  |   |                                    |                                       |
| 1     | 25                             | 25                             | N/A                            | N/A                            | 5  |   |                                    |                                       |
| 2     | 26                             | 26                             | N/A                            | N/A                            | 5  |   |                                    |                                       |
| 3     | 25                             | 25                             | N/A                            | N/A                            | 3  |   | 1                                  | 3                                     |
| 4     | 43                             | 43                             | 20                             | 0                              | 4  |   | 1                                  | 2                                     |
| 5     | 31                             | 31                             | 0                              | 15                             | 10   |   | 1                                  | 1                                     |
| 6     |                                |                                |                                |                                |  |   |                                    |                                       |
| 7     |                                |                                |                                |                                |  |   |                                    |                                       |
| 8     |                                |                                |                                |                                |  |   |                                    |                                       |
| 9     |                                |                                |                                |                                |  |   |                                    |                                       |
| 10    |                                |                                |                                |                                |  |   |                                    |                                       |
| 11    |                                |                                |                                |                                |  |   |                                    |                                       |
| 12    |                                |                                |                                |                                |  |   |                                    |                                       |

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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>Students in first and second grade are invited to early morning program (Voyager) and or participate in pull-out reading during the school day (guided reading).<br/>Students in grades three, four and five who are Level 1 and Level 2, are invited to the Early morning and or after school programs during the school year. Literacy coach also leads a push-in intervention program during test prep, working with small groups of students during math instruction.</p>                      |
| <p><b>ELA:</b></p>  | <p>Students in first and second grade are invited to early morning program (Voyager, Foundations, Wilson) and or participate in pull-out reading during the school day (guided reading).<br/>Students in grades three, four and five who are Level 1 and Level 2, are invited to the Early morning and or after school programs during the school year. Literacy coach also leads a push-in intervention program during test prep, working with small groups of students during math instruction.</p> |
| <p><b>Mathematics:</b></p>  | <p>Students in first and second grade receive at-risk math instruction during early morning program (guided math). Students in grades three, four and five who are Level 1 and Level 2, are invited to the Early morning after school programs during the school year. Math coach also leads a push-in intervention program during test prep, working with small groups of students during math instruction.</p>  |
| <p><b>Science:</b></p>  | <p>Science Specialist provides pull-out services during Science test prep (20 full days before the test). This program is geared to Level 1 and Level 2 students who benefit from small group and or one to one tutoring.</p>   |
| <p><b>Social Studies:</b></p>                                       | <p>Social Studies Specialist provides academic services to all students grades K-5.</p>   |
| <p><b>At-risk Services Provided by the Guidance Counselor:</b></p>  | <p>School Guidance Counselor provides both mandated and at-risk counseling services in an ongoing basis during the school year for students in grades Kindergarten to fifth grades. Counseling includes strategies in helping students with anger management, bereavement, bullying and mediation.</p>  |
| <p><b>At-risk Services Provided by the School Psychologist:</b></p> | <p>School Social Worker provides at-risk counseling to students in crisis in an as needed basis grades three, four and five.</p>  |
| <p><b>At-risk Health-related Services:</b></p>                      | <p>School nurse provides At-Risk training for students with asthma, severe allergies (E-PI Pen) and Hygiene classes for your girls in grades four and five.</p>   |

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# 15K130 Title III Approved

## Form TIII – A (1)(b)

### 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.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

## Form TIII – A (1)(a)

**Grade Level(s)** Pre-K to 5<sup>th</sup> Grades      **Number of Students to be Served:**      **LEP** 59      **Non-LEP**

**Number of Teachers:** 1      **Other Staff (Specify)** N/A

### **School Building Instructional Program/Professional Development Overview**

#### **Title III, Part A LEP Program**

#### **Language Instruction Program –**

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PS 130 Public School is located in the Kensington section of Brooklyn. We have a pedagogical staff of 35 teachers. Of these 35 teachers, 1 ESL teacher and 97.2% of our staff is certified and licensed. 77.8% have more than 5 years experience, and 83% hold a Master’s Degree. We presently have 595 students registered from Pre-K through Grade 5. Our student population represents a tapestry of languages, cultures, and ethnic diversity. Students come from all over the world and speak over 24 different languages. The most prevalent languages in our school are Spanish, Urdu , Bengali and Arabic. Our registers reflect a student population of 24% white, 15.2 black, 31.4% Hispanic, 26.2% Asian and others. New immigrants especially from Pakistan, Bangladesh and Mexico arrive daily to enrich our school family. School attendance is 94.3% as of 2010-2011.

## Title III supplementary Programs

In order to support learning and foster community involvement, we use our Title III funding to create supplementary programs for ELLs. Currently we have 59 of our ELL students participating in the various supplementary programs. The NYS ELA and NYS NYSESLAT scores indicate further need in developing English proficiency. Our supplemental programs are:

1. **After School Title III ELA/ESL Enrichment Program:** Our programs offer enrichment in ELA and NYSESLAT Test Pre. The goal of our program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers work with our ELL students. Our ESL teacher collaborates with the classroom teacher in order to provide ESL students of all proficiency levels enrichment in literacy skills. Students meet once a week for one and a half hours, starting January 10, 2011 ending May 23, 2011. The following will be implemented:
  - Collaborative teaching between ESL and ELA teacher
  - Scaffolding in an essential part of the instructional delivery of the program, such as modeling, bridging, schema building, contextualization, text representation and meta-cognition.
  - Assisting students during after school class time, conferencing with the students, informal assessments and running records
  - Collaborative planning between ESL and ELA teacher in the differentiation of instruction according to the ESL level of all students (at no cost to Title III).
2. **Early Bird ESL Program focused on the four modalities, via “Imagine Learning “:** Imagine learning software is a standards based learning program used by all ESL students in the before school program, in order to increase their vocabulary development, academic language, fluency, reading and writing. This program works with all modalities of ESL instruction: listening, speaking, reading and writing. The ESL teacher works with groups of 10 to 17 students in the morning on a rotation basis (grades K-5) and in collaboration with the ELA teacher in the afterschool program in collaboration with the ELA teacher (grades 1-5)

Imagine Learning will be used with different student groups, both in the Early Bird and in the After School Programs.

We use Attanasio and Associates *Getting Ready for the NYSESLA*, textbooks and teacher manuals are purchased with Title III funds. We have also purchased *Imagine Learning” software program*, we used both Title III and Tax Levy funds to purchase the license for all our ELL students.

## **Professional Development Program –**

Study group sessions are held during the school year for ESL and five classroom teachers, after school, first Monday of the month, February – May 2011, to support Title III instruction.

- Focus is on:
  - Literacy needs of our ELL population within the prescription of the Balanced Literacy Program. We will use the book *English Learners Academic Literacy, and Thinking by Pauline Gibbons*.
  - Scaffolding in the content areas
  - Differentiation in the ESL classroom
  - ESL in the Mathematics classroom
- In addition, our ELL teacher will attend a variety of off-site workshops to promote collaboration between content area and language teachers
  - I. Social Studies and Technology workshop
  - II. CFN 102 ELL and Special Education teacher workshops

## **Parent and Community Activities –**

Parents of ELL students participate in a wide range of school wide activities which support their active participation in our schools community. Workshops and activities include:

- Adult ESL classes-
  - Health Plus wellness workshops
  - Wellness in the School cooking classes
  - Monthly Parent Workshops offered by PS 130-HW help, Math Games, ELA and Math test prep, Science and technology
  - Super Saturday art and music workshops
-

**Form TIII – A (1)(b)**

**School: Public School 130**

**BEDS Code: 3315000109130**

**Title III LEP Program  
School Building Budget Summary**

| <b>Allocation Amount:</b>   |                        |  |
|---|------------------------|--|
| <b>Budget Category</b>  | <b>Budgeted Amount</b> | <b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>   |
| <b>Professional salaries (schools must account for fringe benefits)</b><br>- Per session<br>-   | \$6,000.00             | <b>Title III Instructional Program</b><br>(1) ESL and ( 4 ) Classroom teacher to instruct ELL Students: 15 weeks X 1.5 hours per week X \$49.89 (current teacher per session rate with fringe) = \$6,000.00<br><br><b>Professional Development</b><br>ESL Teacher, to work with teachers and administrators 5 per-session hours study group and development of curriculum enhancements)= Tax Levy Budget |
| <b>Purchased services</b><br>- High quality staff and curriculum development contracts.   |                        |  |
| <b>Supplies and materials</b><br>- Must be supplemental.<br>- Additional curricula, instructional materials.<br>- Must be clearly listed. | \$6,000.00             | <b>Headphones, test prep books, materials</b>  |
| <b>Educational Software (Object Code 199)</b>   | \$3,000.00             | <b>(Imagine Learning language development software packages for after school program)</b>  |
| <b>Travel</b>   |                        |  |
| <b>Other</b>  |                        |  |
| <b>TOTAL</b>  | \$15,000.00            |  |

Revised 1/14/2011

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

## **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**

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1. In order to have a complete assessment of all the languages spoken at home by our students and their parents we printed a Home Language Report (RHLA). As we analyzed this report we were able to see the major languages spoken by our school community and the grades in which the students are presently placed.

According to the analysis of the report we determine that the following are the most important languages in which we need to translate documents:

- Spanish
- Bengali
- Urdu
- Arabic
- Russian

Our findings were notified to the Regional office by the submission of our Supplementary Translation Plan 2009-2010

#### **Part B: Strategies and Activities**

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III. PS 130 currently uses all translated versions of the Department of Education communication with parents as published in the Principal's Weekly and or assigned Department of Education web site links. DOE translation and interpretation posters are visibly displayed by main entrance and school's main office. In Addition we use the free on line translation services provided by the Department of Education as well as school staff who also provided written translation services in other languages. Newsletters, parent notifications and official correspondence are translated and distributed to school community.

IV. Oral translation is provided via DOE phone translation services, outside contractors and in-house staff or parent volunteers as well as the phone translators during PTA meetings or Parent Conferences provided by the DOE.

**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 Basic            | Title I ARRA | Total        |
|---|--------------------------|--------------|--------------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11:  | \$590,402.00             | \$23,344.00  | \$613,746.00 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement:   | \$5,904.00               | \$233.00     | \$6,137.00   |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$29,520.00              | *            |              |
| 4. Enter the anticipated 10% set-aside for Professional Development:  | AP salary<br>\$59,040.20 | *            |              |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

## Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

### **Public School 130**

70 Ocean Parkway  
Brooklyn, NY 11218  
Tel (718) 686-1940  
Fax (718) 854-9756

Maria Nunziata  
Principal

Anne Ilardi  
Assistant Principal

## **Title I Parent Involvement Policy 2010-2011**

1. **PUBLIC SCHOOL 130** will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA

*Public School 130 believes that through a strong parent-teacher partnership all students can reach the highest standards of achievement, P.S. 130 will take the following actions to involve parents in the joint development of the District Parental Involvement plan contained in the RDCEP/DECEP Addendum) under Section – Local Educational Agency Plans of the ESEA.  
The Principal, Parent Coordinator and the Parent Teacher Association will schedule monthly parent meetings. They will communicate to the community by back-packing and posting flyers and too work together to develop apparent involvement plan.*

2. **PUBLIC SCHOOL 130** will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

*Parent Involvement at Public School 130 will be actively supported and will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA.*

- *During our monthly School Leadership Team Meeting we will spend some of our time assessing and reflecting on the needs of our school community.*
- *Principal will participate in the monthly PTA executive board meetings in order to keep executive board informed about school matter and listen to board's plans and concerns.*
- *The Parent Coordinator will welcome parents who have concerns and are willing to share their talents and ideas.*

3. **PUBLIC SCHOOL 130** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:

- *We will encourage parent involvement in classrooms from the start by having a Universal Pre-K.*
- *Monthly Breakfast Parent Workshops which are facilitated by school personnel to inform and educate parents.*
- *Monthly “health Plus” workshops to inform parent about health issues.*
- *Super Saturday Arts Program funded by Title I that and are presented to bring parents and students together for hands-on visual arts experiences as well as multicultural musical performances. These workshops take place about 4 times a year.*
- *ESL adult class funded by the NYC Technical School which provides parents the opportunity learn and improve their English Language Skills.*
- *Carnegie Hall provides Sunday classical music concerts for parents and children.*
- *Funds are provided for parents and students Pre-K to second grades to participate in eight school trips during the school year.*
- *Funds are provided for students to participate in technology, music and social emotional support through internships with outside agencies.*

4. **PUBLIC SCHOOL 130** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- *The evaluation will be conducted by the School Leadership Team and the PTA Executive Board. They will assess attendance at meetings, workshops, Parent Teacher Conferences and school involvement in general.*
- *The PTA and the School Leadership Team in conjunction with the Parent Coordinator will be responsible for evaluating the current programs and reaching out to the community to increase parent involvement.*
- *Evaluation of the program will be done by analyzing the parent survey that is provided to parents. This survey also provides parents with the opportunity to give ideas in how to improve our current plan.*

5. **PUBLIC SCHOOL 130** will build the parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

*The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph*

- a. **The State's academic content standards**
- b. **The State's student academic achievement standards**
- c. **The State and local academic assessments including alternate assessments**
- d. **The requirements of Title I, Part A**
- e. **How to monitor their child's progress**
- f. **How to work with educators**

6. **PUBLIC SCHOOL 130** will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

- *Continuing to build parent knowledge and empower them with tools to assist their children by conducting monthly Parent Workshops. These workshops are held during the day and at night and will be translated for our Spanish and Bengali speaking population.*
- *Providing materials and training to help parents work with their children to improve their child's academic achievement, such as literacy, math and technology training.*
- *Continuing to encourage parents to attend monthly workshops.*
- *Continuing to invite parents into classrooms for celebrations and special activities.*
- *Continuing to provide parents with information at monthly PTA meetings.*

7. **PUBLIC SCHOOL 130** will, with the assistance of the Region and parents, educate teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

- *Providing teachers with Professional Development, which will address content, pedagogy and how to engage parents as partners.*
- *Providing Curriculum Tea in October to inform parents of grade curriculum and expectations for the school year.*
- *By-Monthly Newsletters will keep parents informed concerning the specific needs of their child's academic growth and how they can assist.*
- *Monthly school calendar keeps parents notified of school-wide activities and testing.*
- *Having the Parent Coordinator be a liaisons between school administration and parents. This provides a channel of communication between home and school.*

8. **PUBLIC SCHOOL 130** will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

- *With the assistance of our Parent Coordinator, parents are encouraged to attend Monthly Workshops which provide tools and resources to better assist them with their child's education.*
- *Providing a Parent Lending Library which allows parents to borrow bilingual books to enhance their child's reading.*
- *Working in partnership with Learning Leader to trained parents to assist in classrooms activities.*
- *Provide Super Saturdays Arts program for parents and students up to 3 times during the school year*

9. **PUBLIC SCHOOL 130** will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- *Monthly Calendars*
- *Flyers*
- *Newsletters*
- *E-mails*

*Distributed to the entire community and translated to meet the needs of our Spanish and Bengali speaking population.*

### **Adoption**

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by committee meeting with the Principal, Parent Coordinator and PTA President.

This policy will be adopted by **PUBLIC SCHOOL 130** on **9/8/10** and will be in effect for the period of **September 2010 – June 2011**. The school will distribute this policy to all parents of participating Title I Part A children on or before **November 30, 2010**.

Principal's Signature: \_\_\_\_\_

Date \_\_\_\_\_

## **Public School 130**

70 Ocean Parkway  
Brooklyn, NY 11218  
Tel (718) 686-1940  
Fax (718) 854-9756

Maria Nunziata  
Principal

Anne Ilardi  
Assistant Principal

### **School Parent Compact 2010-2011**

#### **School Responsibilities**

##### **PUBLIC SCHOOL 130 will:**

⇒ Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement Standards as follows:

*Through the implementation of the New York City mandated curriculum for all grades, Kindergarten through grade Five and by providing quality educational programs in a nurturing and child centered environment. These programs will support all children performing at their personal best and striving to achieve higher standards.*

⇒ Hold parent-teacher conferences (twice a year in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement.

*Specifically, Parent Teacher Conferences will be held:*

- 1. November 9<sup>th</sup> from 1:00 PM to 3:00 PM and from 6:00 PM to 8:00 PM*
- 2. March 15<sup>th</sup> from 1:00 PM to 3:00 PM and from 6:00 PM to 8:00 PM*

*Additional conferences will be scheduled as needed throughout the school year.*

⇒ Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- 1. Report Cards to parents will be distributed during formal, scheduled Parent Teacher Conferences in November and March*
- 2. Progress Reports will be distributed to parent in January and June*

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

- *Parents may meet with teachers by appointment Tues-Thurs 8:00 AM. to -8:45 AM.*
- *During their weekly prep period or after School by appointment.*

*Parents must inform teachers of the need for a conference in writing, speaking with the Parent Coordinator or school Secretary. The teacher will then schedule the conference.*

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

- *Parents may volunteer in the school only after having been trained and certified through Learning Leaders. This program will be supervised by the Parent Coordinator.*
- *Parents are invited to observe their child's class during Open School Week in November. This program will be coordinated by the Parent Coordinator.*
- *Parents are invited every Tuesday to have a private walk through the school building with the Parent Coordinator.*

## **Parent Responsibilities**

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

⇒ **supporting my child's learning by making education a priority in our home by:**

- making sure my child is on time and prepared everyday for school
- monitoring attendance
- talking with my child about his/her activities every day
- scheduling daily homework time
- providing an environment conducive for study
- making sure that homework is completed
- monitoring the amount of television my children watches

⇒ **volunteering in my child's school**

⇒ **participating, as appropriate, in decisions relating to my children's education**

⇒ **participating in school activities on a regular basis**

⇒ **staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school District either received by my child or by mail and responding as appropriate**

⇒ **reading together with my child every day**

- ⇒ providing my child with a library card
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility
- ⇒ respecting the cultural differences of others
- ⇒ helping my child accept consequences for negative behavior
- ⇒ being aware of and following the rules and regulations of the School and District
- ⇒ supporting the school's discipline policy
- ⇒ expressing high expectation and offer praise and encouragement for achievement

| School Staff-Print Name | Signature | Date |
|-------------------------|-----------|------|
| Parent(s) – Print Name  |           |      |
| Yulia DeJesus           |           |      |
| Margaret Fortune        |           |      |
| Denise McMahan          |           |      |

**(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)**

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

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. **As stated in pages 11 and 12**
  
2. **Schoolwide reform strategies that:**
  - a) **Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.**

Our diligent pursuit of excellence is demonstrated in steady gains in student performance. Our cultural and linguistic diversity enhances our social studies, humanities curriculum. Heterogeneous classes (in which children receive instruction designed to meet their individualized needs) enhance student learning. Opportunities for advanced/accelerated learning are part of our educational program. Our focus on the effective implementation of a balanced standard driven curriculum continues in its intensity with an emphasis on improving literacy and mathematics teaching and learning. Literacy instruction is literature based utilizing balanced literacy. Students receive large group, small group and individualized guided instruction in reading and writing for 150 minutes daily. Teachers use student assessment to plan guided instruction that is specific to the learning needs of students. Students are expected to develop the habits of avid readers, proficient writers and articulate speakers. During school year 2010-11, we will continue to refine the alignment of our literacy curriculum with NYC ELA standards, accentuating Readers' and Writers' Workshop. Our focus will be on strengthening student **talk**. We plan to continue work on developing students' oral communication skills throughout the grades and across the curriculum.

Math instruction is centered on the continued implementation of a Balanced Math Program. With a focus on NYS Math Standards, instruction highlights process-oriented learning, which encourages active use of manipulatives and problem solving. Students receive 60 minutes of math instruction daily. Next year we will continue to advance our Math Program by focusing on the teaching of skills requiring in problem solving explicitly stated at each grade level as well as 10 day cycles of Math in the City investigation units at each grade level.

Throughout the year we will continue to advance our academic programs in Reading, Writing and Math by providing rigorous professional development and support to teachers in the areas of Readers' & Writers' Workshop, Social Studies and Math. We continue to focus on NYS Standards to sustain the achievement – higher levels of proficiency for all students.

**(REFER TO SCHOOL'S ACTION PLAN PAGES 5-32)**

- b) **Use effective methods and instructional strategies that are based on scientifically-based research that:**
- **Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.**
  - **Help provide an enriched and accelerated curriculum.**
  - **Meet the educational needs of historically underserved populations.**
  - **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.**
  - **Are consistent with and are designed to implement State and local**

P.S. 130 is looking at new ways to support the needs of our students. Utilizing the New Continuum, we will provide various interventions to support and maintain students in the least restrictive environment. Our first goal is to make every effort to use a diversity of strategies to maintain students in general education. In addition, we will do the following:

1. Supplementary aids and services will be provided to the fullest extent possible in the general education setting.
2. Resource Room, Speech & Language and Occupational Therapy services in which students will be grouped (as per I.E.P. mandates) to allow push-in pull-out programs to be formed
3. Direct and/or in-direct services will be implemented based on individual needs.
4. Identified students will receive services first from our own School Based Support Team and Academic Intervention Team.
5. Professional Development will be provided to all staff to foster teamwork and collaboration.
6. Students will be assessed on an on-going basis to review effectiveness of services.
7. Other intervention include: Extended Day-Early, After School Literacy, Math, Social Studies & Science instruction, Guidance lunchtime Student Clubs, Summer School, and academic intervention by Classroom Teachers, Reading Teacher and Teacher Specialists.

A teacher cluster position in Social Studies will support the curriculum and provide additional support to students in content area learning. Students in grade five will receive additional instruction to bolster learning in preparation for the fifth grade Social Studies test. In addition, as funding permits, the Social Studies teacher will conduct an extended day Social Studies enrichment program. Through the use of cooperative strategies and projects oriented learning, students will gain an understanding of multiple perspectives and conflict resolution. Trips will be coordinated with classroom teachers to enrich the curriculum and provide the students with first hand experiences in becoming informed, responsible citizens.

Science cluster position will continue to provide on-going support for all students. The use of manipulatives, the scientific method of exploration and inquiry, and the development of projects will promote student learning. In the Science Laboratory students will observe, describe, compare and contrast in conducting investigations. At risk students in grade four will receive additional instruction to bolster learning in preparation for the fourth grade Science test. In addition Science teacher will conduct an extended day science club.

Guidance is an integral part of our intervention program. P.S. 130 Guidance services provide classroom teachers with insights and strategies for working with specific children. Parent meeting and workshops help keep parents informed and involved. Guidance services will include providing families with referrals to local community service agencies. Guidance intervention – individually, small and large group meetings will focus on such areas as mandated counseling, crisis intervention, attendance, anger/behavior management and social /emotional issues. This year the Guidance Counselor will coordinate the partnering of “at risk” students with volunteer teachers who will act as advocates for each student. The goal is to give each “at risk” student, an adult who will take an active interest in his/her performance, outside of the classroom teacher. The teacher partner will check on the student daily to insure student attendance and homework completion. Teachers and parents will meet periodically with guidance counselor or classroom teacher to discuss issues of concern and plan intervention strategies. Informational meetings will be held to inform parents of Middle School choices and expectations. Our school nurse will continue to provide classroom presentations on growing up and health issues.

Workshops for parents and families are held monthly on such subjects as Literacy, Math, Technology, Nutrition, Science, Music and the Arts. Staff-led family workshops are held during the week as well as in the evenings, early mornings and on Saturdays, so parents can become knowledgeable and supportive as we work together to build a community of learners.

There continues to be a number of students in temporary housing, in a nearby shelter for families. These students in crisis often require urgent intervention services. Trained staff assesses student academic socio-emotional needs. P.S. 130's Study Team that consists of Teachers, Administrators, Psychologist, Social Worker, and Guidance Counselor work at creating individualized plans to address the needs of these youngsters, as well as other students. The Team develops a plan for a Pupil Support Team member to provide individualized assistance for students' smooth transitions to their new classroom and school. The Study Team develops strong linkages with Family Shelters, Directors and Counselors to coordinate Family Math and Reading Workshops.

Our school has developed and maintains viable relationships and partnerships with a variety of community organizations. Foremost is our Arts partner, ArtsConnection. ArtsConnection will continue throughout the 2010-11 school year to provide art experiences to our students sponsored by Project Art funds. We will continue to work our focus on using theater arts to develop literacy; students in grade pre-

kindergarten through fifth are engaged in puppetry and storytelling. This work will bolster our school wide initiative to strengthen the oral English Language skills of our students.

Each year our Schoolwide Projects literacy team develops a calendar of events for the total school year. This year we were most proud of our "Community Read Program", which centered on community member visits to our school. As part of our community outreach program several authors from all over the country visit our school. The authors interact with students in their classrooms sharing their books, their experiences and their love for writing with our students. As usual, our students were thrilled to meet the authors, especially since they had read many of their books. In addition, members of our community and the City read and shared their favorite books with our students.

**(REFER TO SCHOOL'S ACTION PLAN PAGES 15 - 32)**

**3. Instruction by Highly Qualified Staff.**

Professional development is ongoing at P.S. 130. Outside consultants include: Literacy and Math consultancy with AUSSIE, Technology with The Media Spot, Social Emotional Professional Development with Morning Side Center "ESR," Arts Internship with ArsConnection and Music residency with Carnegie Hall. Development of all consultancies centers around development of teachers and focus on student assessment and plans for instruction whole group and individual. Math and Literacy coaches work in collaboration with consultants, support new teachers and develop schedule of teacher support according to teacher needs. ESL professional development centers on scaffolding instruction for second language learners and spiraling ESL techniques into whole class instruction with a focus on NYS ESL Standards. Differentiated teacher study groups are offered in both literacy and math during the school year. High-quality and ongoing professional development for teachers, administration, paraprofessionals and other school staff are made available throughout the school year in order to meet the State's student academic standards.

**(REFER TO SCHOOL'S ACTION PLAN PAGES 15-25)**

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

**(REFER TO SCHOOL'S ACTION PLAN PAGES 30-32)**

A variety of parent workshops and parent volunteer opportunities are available at PS 130 during the school year. Monthly workshops are offered to parents in subjects such as literacy, math, science, ESL, Support Services, social studies, homework help and technology. These workshops serve as informational sessions where parents learn about our programs and are thought how to become active participants in their children's academic life at our school. For the past four years, adult ESL classes are offered to parents in both beginning and advanced levels. Learning Leaders trains parents in how to become active volunteers both at our school and for our PTA.

5. **Plans for assisting preschool children in the transition from early childhood programs to elementary school programs.**

PS 130 houses four half day Pre-K programs. Our major goal is to acclimate our young students to the socialization, routines and environment of our school community. Pre-K parents are invited to participate in all school wide events and Parent workshops. During the month on January we host an open house for all Pre-K parents, they participate in a school visit to all Kindergarten and First grade classrooms, meet school administration and support staff. The majority of our Pre-K students are registered for our full day Kindergarten program.

6. **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.**

For the past six years Professional Development at PS 130 has centered around the gathering of meaningful assessment data that can be used readily to inform instruction both whole group, small group or individual. We have developed a set of spread sheets on both literacy. Through ongoing Professional Development support in data analysis school teachers will:

- Continue to implement Whole School formative and summative data student assessment plan across grade levels and monitor students' outcomes five times during the school year
- Allow gathering and creation of authentic ways of analyzing student data in order to plan for instruction and meet the needs of individual students in math and ELA.
- Be able to differentiate instruction for small groups and individualized instruction
- Show increased competency in identifying students' proximal zone of development and forwarding plans to increase their learning.

**(REFER TO SCHOOL'S ACTION PLAN PAGES 15-30)**

7. **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.**

- School administration will access school-wide data to specifically identify focus groups and target population through analysis of data with the Data Inquiry Teams

- Deeper analysis with classroom teacher on periodic assessments and diagnostic measures of progress of targeted students will be done in order to revise plans immediately in order to reach student's goals in reading and math.
- Interim and finals goals will be modified when data objectively demonstrated that revision is required.
- Modified student goals of target student will be monitored during early morning, instructional day and extended day instruction.
- Consultant and Coaches will facilitate teachers to set goals/make plans to reach goals for students during grade meetings. During these meetings teachers will look at student work and monitor students' progress.

**(REFER TO SCHOOL'S ACTION PLAN PAGES 26-28)**

8. **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.**

The school Principal, Assistant Principal and Guidance Counselor supervise and coordinate the integration of Federal, State, and local services as stated above.

**(REFER TO SCHOOL'S ACTION PLAN PAGES 28-32)**

**Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name            | Fund Source<br><i>(i.e., Federal, State, or Local)</i> | Program Funds Are<br>“Conceptually” <sup>1</sup> Consolidated<br>in the Schoolwide Program<br>(✓) |    |     | Amount Contributed<br>to Schoolwide Pool<br><i>(Refer to Galaxy for FY’11<br/>school allocation amounts)</i> | Check (✓) in the left column below to verify that<br>the school has met the intent and purposes <sup>2</sup> of<br>each program whose funds are consolidated.<br>Indicate page number references where a related<br>program activity has been described in this plan. |                                |
|-------------------------|--|---|----|-----|--|---|--------------------------------|
|                         |  | Yes   | No | N/A |  | Check (✓)   | Page #(s)                      |
| Title I, Part A (Basic) | Federal  | X   |    |     | \$590,402.00   | X   | School Action Plan pages 15-32 |
| Title I, Part A (ARRA)  | Federal  | X   |    |     | \$23,344.00  | X   | School Action Plan pages 15-32 |
| Title II, Part A        | Federal  | X   |    |     | \$35,795.00  | X   | Pages 15-32                    |
| Title III, Part A       | Federal  | X   |    |     | 15,000.00  |   | Appendix 1                     |
| Title IV                | Federal  | X   |    |     | N/A  |   |                                |
| IDEA                    | Federal  | X   |    |     | N/A  |   |                                |

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

|          |       |   |  |  |                |   |             |
|----------|-------|---|--|--|----------------|---|-------------|
| Tax Levy | Local | X |  |  | \$2,552,257.00 | X | Pages 15-32 |
|----------|-------|---|--|--|----------------|---|-------------|

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**N/A**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

**N/A**

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

**N/A**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**N/A**

## **APPENDIX 7: 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>

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### **Part A: FOR TITLE I SCHOOLS**

1. PS 130 currently has 9 students in temporary housing.
2. There continues to be a number of students in temporary housing, in a nearby shelter for families. These students in crisis often require urgent intervention services. Trained staff assesses student academic socio-emotional needs. P.S. 130's Study Team that consists of Teachers, Administrators, Psychologist, Social Worker, and Guidance Counselor work at creating individualized plans to address the needs of these youngsters. The Team develops a plan for a Pupil Support Team member to provide individualized assistance for students' smooth transitions to their new classroom and school. The Study Team develops strong linkages with Family Shelters, Directors and Counselors to coordinate Family Math and Reading Workshops.



**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

|                     |                       |             |        |               |  |              |
|---------------------|-----------------------|-------------|--------|---------------|--|--------------|
| <b>School Name:</b> | P.S. 130 The Parkside |             |        |               |  |              |
| <b>District:</b>    | 15                    | <b>DBN:</b> | 15K130 | <b>School</b> |  | 331500010130 |

**DEMOGRAPHICS**

|                |       |   |   |   |    |          |   |  |
|----------------|-------|---|---|---|----|----------|---|--|
| Grades Served: | Pre-K | v | 3 | v | 7  | 11       |   |  |
|                | K     | v | 4 | v | 8  | 12       |   |  |
|                | 1     | v | 5 | v | 9  | Ungraded | v |  |
|                | 2     | v | 6 |   | 10 |          |   |  |

| <b>Enrollment</b>         |         |         |         | <b>Attendance - % of days students attended:</b>     |         |         |         |
|---------------------------|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Pre-K                     | 58      | 69      | 71      |  | 93.8    | 94.4    | 94.3    |
| Kindergarten              | 91      | 79      | 88      |  |         |         |         |
| Grade 1                   | 72      | 98      | 83      | <b>Student Stability - % of Enrollment:</b>          |         |         |         |
| Grade 2                   | 84      | 68      | 100     | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Grade 3                   | 78      | 85      | 69      |  | 93.6    | 93.6    | 93.0    |
| Grade 4                   | 69      | 82      | 88      |  |         |         |         |
| Grade 5                   | 75      | 70      | 81      | <b>Poverty Rate - % of Enrollment:</b>               |         |         |         |
| Grade 6                   | 0       | 0       | 0       | <i>(As of October 31)</i>                            | 2008-09 | 2009-10 | 2010-11 |
| Grade 7                   | 0       | 0       | 0       |  | 94.2    | 96.2    | 96.2    |
| Grade 8                   | 0       | 0       | 0       |  |         |         |         |
| Grade 9                   | 0       | 0       | 0       | <b>Students in Temporary Housing - Total Number:</b> |         |         |         |
| Grade 10                  | 0       | 0       | 0       | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Grade 11                  | 0       | 0       | 0       |  | 2       | 43      | 38      |
| Grade 12                  | 0       | 0       | 0       |  |         |         |         |
| Ungraded                  | 1       | 7       | 8       | <b>Recent Immigrants - Total Number:</b>             |         |         |         |
| Total                     | 528     | 558     | 588     | <i>(As of October 31)</i>                            | 2007-08 | 2008-09 | 2009-10 |
|                           |         |         |         |  | 0       | 0       | 0       |

| <b>Special Education</b>                       |         |         |         | <b>Suspensions (OSYD Reporting) - Total Number:</b> |         |         |         |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i>                      | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i>                              | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes                    | 0       | 12      | 12      | Principal Suspensions                               | 6       | 1       | 6       |
| # in Collaborative Team Teaching (CTT) Classes | 9       | 8       | 13      | Superintendent Suspensions                          | 3       | 0       | 1       |
| Number all others                              | 37      | 43      | 64      |   |         |         |         |

*These students are included in the enrollment information above.*

| <b>Special High School Programs - Total Number:</b> |         |         |         |
|---|---------|---------|---------|
| <i>(As of October 31)</i>                           | 2007-08 | 2008-09 | 2009-10 |
| CTE Program Participants                            | 0       | 0       | 0       |
| Early College HS Program Participants               | 0       | 0       | 0       |

| <b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b> |         |         |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i>   | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i>                              | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes                               | 0       | 0       | TBD     | Number of Teachers                                     | 36      | 36      | 39      |
| # in Dual Lang. Programs  | 0       | 0       | TBD     | Number of Administrators and Other Professionals       | 8       | 8       | 6       |
| # receiving ESL services only                                     | 57      | 55      | TBD     |  |         |         |         |
| # ELLs with IEPs  | 0       | 9       | TBD     | Number of Educational Paraprofessionals                | 1       | 4       | 7       |

*These students are included in the General and Special Education enrollment information above.*

| Overage Students (# entering students overage for |         |         |         | Teacher Qualifications:                                |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31)                                | 2007-08 | 2008-09 | 2009-10 | (As of October 31)                                     | 2007-08 | 2008-09 | 2009-10 |
|   | 0       | 0       | 0       | % fully licensed & permanently assigned to this school | 100.0   | 97.2    | 100.0   |
|   |         |         |         | % more than 2 years teaching in this school            | 80.6    | 86.1    | 94.9    |
|   |         |         |         | % more than 5 years teaching anywhere                  | 69.4    | 77.8    | 84.6    |
| Ethnicity and Gender - % of Enrollment:           |         |         |         |  |         |         |         |
| (As of October 31)                                | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher                             | 86.0    | 83.0    | 84.6    |
| American Indian or Alaska Native                  | 0.0     | 0.0     | 0.5     | % core classes taught by "highly qualified" teachers   | 94.4    | 97.9    | 100.0   |
| Black or African American                         | 15.7    | 15.2    | 15.5    |  |         |         |         |
| Hispanic or Latino                                | 31.3    | 31.4    | 31.0    |  |         |         |         |
| Asian or Native Hawaiian/Other Pacific            | 28.6    | 26.2    | 22.6    |  |         |         |         |
| White   | 22.5    | 24.0    | 27.7    |  |         |         |         |
| <b>Male</b>                                       | 50.4    | 50.5    | 52.7    |  |         |         |         |
| <b>Female</b>                                     | 49.6    | 49.5    | 47.3    |  |         |         |         |

#### 2009-10 TITLE I STATUS

|                  |           |  |  |         |         |         |         |
|------------------|-----------|--|--|---------|---------|---------|---------|
| v                | Title I   |  |  |         |         |         |         |
|                  | Title I   |  |  |         |         |         |         |
|                  | Non-Title |  |  |         |         |         |         |
| Years the School |           |  |  | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|                  |           |  |  | v       | v       | v       | v       |

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

|                             |  |         |  |  |  |  |  |
|-----------------------------|--|---------|--|--|--|--|--|
| <b>SURR School (Yes/No)</b> |  | If yes, |  |  |  |  |  |
|-----------------------------|--|---------|--|--|--|--|--|

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

|  | Phase                         |  | Category |       |         |               |
|--|-------------------------------|--|----------|-------|---------|---------------|
|  | In Good                       |  | v        | Basic | Focused | Comprehensive |
|  | Improvement Year 1            |  |          |       |         |               |
|  | Improvement Year 2            |  |          |       |         |               |
|  | Corrective Action (CA) – Year |  |          |       |         |               |
|  | Corrective Action (CA) – Year |  |          |       |         |               |
|  | Restructuring Year 1          |  |          |       |         |               |
|  | Restructuring Year 2          |  |          |       |         |               |
|  | Restructuring Advanced        |  |          |       |         |               |

#### Individual Subject/Area AYP Outcomes:

| <u>Elementary/Middle Level</u> |   | <u>Secondary Level</u> |
|--------------------------------|---|------------------------|
| ELA:                           | v | ELA:                   |
| Math:                          | v | Math:                  |
| Science:                       | v | Graduation Rate:       |

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| Student Groups      | <u>Elementary/Middle Level</u> |      |         | <u>Secondary Level</u> |      |             | Progress Target |
|---------------------|--------------------------------|------|---------|------------------------|------|-------------|-----------------|
|                     | ELA                            | Math | Science | ELA                    | Math | Grad Rate** |                 |
| <b>All Students</b> | v                              | v    | v       |                        |      |             |                 |
| <b>Ethnicity</b>    |                                |      |         |                        |      |             |                 |

|   |   |   |   |  |  |  |  |
|---|---|---|---|--|--|--|--|
| American Indian or Alaska Native                |   |   |   |  |  |  |  |
| Black or African American                       | v | v | - |  |  |  |  |
| Hispanic or Latino                              | v | v | - |  |  |  |  |
| Asian or Native Hawaiian/Other Pacific Islander | v | v | - |  |  |  |  |
| White   | v | v | - |  |  |  |  |
| Multiracial                                     |   |   |   |  |  |  |  |
| Students with Disabilities                      | - | - | - |  |  |  |  |
| Limited English Proficient                      | - | - | - |  |  |  |  |
| Economically Disadvantaged                      | v | v |   |  |  |  |  |
| <b>Student groups making</b>                    | 6 | 6 | 1 |  |  |  |  |

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

|  |      |  |  |  |  |  |    |
|--|------|--|--|--|--|--|----|
| <b>Progress Report Results – 2009-10</b> |      | <b>Quality Review Results – 2009-10</b>                    |  |  |  |  |    |
| <b>Overall Letter Grade:</b>             | B    | <b>Overall Evaluation:</b>                                 |  |  |  |  | NR |
| <b>Overall Score:</b>                    | 54.3 | <b>Quality Statement Scores:</b>                           |  |  |  |  |    |
| <b>Category Scores:</b>                  |      | Quality Statement 1: Gather Data                           |  |  |  |  |    |
| School Environment:                      | 7.4  | Quality Statement 2: Plan and Set Goals                    |  |  |  |  |    |
| <i>(Comprises 15% of the</i>             |      | Quality Statement 3: Align Instructional Strategy to Goals |  |  |  |  |    |
| School Performance:                      | 10.5 | Quality Statement 4: Align Capacity Building to Goals      |  |  |  |  |    |
| <i>(Comprises 25% of the</i>             |      | Quality Statement 5: Monitor and Revise                    |  |  |  |  |    |
| Student Progress:                        | 34.6 |  |  |  |  |  |    |
| <i>(Comprises 60% of the</i>             |      |  |  |  |  |  |    |
| Additional Credit:                       | 1.8  |  |  |  |  |  |    |

|  |   |
|--|---|
| <b>KEY: AYP STATUS</b>                               | <b>KEY: QUALITY REVIEW SCORE</b>              |
| v = Made AYP   | U = Underdeveloped                            |
| vSH = Made AYP Using Safe Harbor Target              | UPF = Underdeveloped with Proficient Features |
| X = Did Not Make AYP                                 | P = Proficient                                |
| - = Insufficient Number of Students to Determine AYP | WD = Well Developed                           |
|  | NR = Not Reviewed                             |

\* = 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.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

|  |                    |  |  |
|--|--------------------|--|--|
| Network Cluster                                | District <b>15</b> | School Number <b>130</b>                 | School Name <b>The Parkside School</b> |
| Principal <b>Maria Nunziata</b>                |                    | Assistant Principal <b>Anne Ilardi</b>   |  |
| Coach <b>Cyrena Leung</b>                      |                    | Coach <b>Mary Fera</b>                   |  |
| Teacher/Subject Area <b>Danniel Kotas</b>      |                    | Guidance Counselor <b>Erin Langstaff</b> |  |
| Teacher/Subject Area <b>type here</b>          |                    | Parent <b>Dinacelly Toro</b>             |  |
| Teacher/Subject Area <b>type here</b>          |                    | Parent Coordinator <b>Jackie Hardy</b>   |  |
| Related Service Provider <b>type here</b>      |                    | Other <b>type here</b>                   |  |
| Network Leader <b>Joe Cassidy &amp; Alison</b> |                    | Other <b>type here</b>                   |  |

### B. Teacher Qualifications

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

|   |          |  |          |  |           |
|---|----------|--|----------|--|-----------|
| Number of Certified ESL Teachers                          | <b>1</b> | Number of Certified Bilingual Teachers                   | <b>0</b> | Number of Certified NLA/Foreign Language Teachers              | <b>35</b> |
| Number of Content Area Teachers with Bilingual Extensions | <b>0</b> | Number of Special Ed. Teachers with Bilingual Extensions | <b>1</b> | Number of Teachers of ELLs without ESL/Bilingual Certification | <b>0</b>  |

### C. School Demographics

|                                    |            |                      |           |   |               |
|------------------------------------|------------|----------------------|-----------|---|---------------|
| Total Number of Students in School | <b>516</b> | Total Number of ELLs | <b>55</b> | ELLs as Share of Total Student Population (%) | <b>10.66%</b> |
|------------------------------------|------------|----------------------|-----------|---|---------------|

## 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.
3. 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 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. 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.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. To identify students who may be ELLs, parents are administered a Home Language Identification Survey (HLIS) during registration by Joanne Hindy an ESL licensed pedagogogue. The student also takes part in an informal oral interview in English and in the native language conducted by Joanne Hindy. During the interview questions are asked regarding the child's school history, whether education has been in USA or in another country and level of child's education. Other pedagogogues/staff members who speak Spanish, Arabic, Russian, Bengali and Chinese will assist as interpreters when conducting the informal oral interview with students. The information gathered from the HLIS and the informal oral interview will be used to determine whether or not the student should be administered the LAB-R exam. If the HLIS and the oral interview indicate that a student's home language is something other than English the LAB-R is administered by Joanne Hindy, a licensed pedagogogue, within ten days of the student's enrollment. LAB testing materials is ordered from the Borough Assessment Implementation Director (AID) David Raphael. When testing is completed materials are returned to David Raphael as well. All LAB testing is done with regard to the DOE's assessment calendar. After the students have completed the LAB Joanne Hindy hand scores the exams and based on the results makes a placement determination. Students that have scored below the NY state designated cut scores are designated as ELL's.

Students who have been designated as ELL's are administered the New York State English as a Second Language Achievement Test (NYSESLAT) in the Spring every year until they reach proficiency in English (as determined by the designated NY state NYSESLAT cut scores). Joane Hindy a licensed pedagogogue administers the NYSESLAT. Testing materials are ordered from the New York State Department of Education. After the test has been administered, testing materials are collected. The answer grids are returned to David Raphael, the AID and the testing booklets are returned to the New York State Department of Education.

they are returned The yearly NYSESLAT exam results are evaluated and compared to the previous years in order to provide reliable analysis of student growth in the four strands of Listening, Speaking, Reading and Writing. Data analysis has shown consistently that our ELL students make incremental gains by moving to the next proficiency level to become language proficient.

2. If students are administered the LAB exam and test out parents are given a letter notifying them that their child is proficient in English and is not entitled to receive ESL services. When a student is determined to be an ELL based on their performance on the LAB exam their parent recieves an entitlement letter notifying them of them of their child's entitlement to ESL services and program options. They are also invited to a parent orientation meeting. At the parent orientation meeting, conducted by Joane Hindy and the parent coordinator, Jackie Hardy, parents are first shown a video in English and then in their native language detailing their child's ESL program options. After parents are shown the video Joanne and Jackie answer any questions that parents may have. At this point the parents are given a program selection form and the Parent Survey. The selection form and the survey are collected at the end of the meeting. Follow-ups are conducted by Joanne and Jackie with any parents that still have not returned the form until all forms are collected. The forms are then stored in the student's cumulative folder. If on the program selection form a parent chooses Freestanding ESL we continue with the registration process and place their child in classroom thereafter. If parent is interested in one of the programs not available at our school the principal calls District 15 schools to make them aware of the parent's interest in the ESL program offered at their school.

3. Upon registration, when a child is identified as a possible ELL, forms are dispensed. ESL teacher collects all forms and follows up with parents to obtain any missing information and documentation needed to comply with State and City mandates.

4. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, we follow the following procedure. Parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELLs and visit our classrooms. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parents complete the parent selection form and the school will conform to the parental choice selections. Our criteria for placement, follows parental choice. We register student at our school or make contact with the District 15 School that offers the program parent has requested.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, parents continually choose our Freestanding ESL program here at PS 130.

6. The program model offered at our school is aligned with parent requests. Parents rarely choose other programs other than the free-standing ESL program available at P.S. 130. We can only recall one parent that requested a Transitional Bilingual Education program however this was many years ago. We will continue to monitor parent requests closely and change our program offerings if necessary.

## Part III: ELL Demographics

### A. ELL Programs

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

K  1  2  3  4  5   
6  7  8  9  10  11  12

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 | 9 | 10 | 11 | 12 | Tot # |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Dual Language</b><br>(50%:50%)  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Freestanding ESL</b>  |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
| <b>Self-Contained</b>  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Push-In</b>   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Total</b>   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |                               |    |
|-----------------------------|----|--|----|-------------------------------|----|
| All ELLs                    | 55 | Newcomers (ELLs receiving service 0-3 years) | 41 | Special Education             | 12 |
| SIFE                        | 2  | ELLs receiving service 4-6 years             | 12 | Long-Term (completed 6 years) | 2  |

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 |       |
| <b>TBE</b>           |                   |      |                   |                  |      |                   |                                    |      |                   | 0     |
| <b>Dual Language</b> |                   |      |                   |                  |      |                   |                                    |      |                   | 0     |
| <b>ESL</b>           | 41                | 2    | 0                 | 2                | 0    | 4                 | 12                                 | 0    | 2                 | 55    |
| <b>Total</b>         | 41                | 2    | 0                 | 2                | 0    | 4                 | 12                                 | 0    | 2                 | 55    |

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        | 9        | 10       | 11       | 12       | TOTAL    |
| Spanish  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Chinese  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Russian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Bengali  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Urdu   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Arabic   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Haitian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| French   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Korean   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian                                       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Yiddish  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

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

| Dual Language (ELLs/EPs)                       |     |    |     |    |     |    |     |    |       |    |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| 9-12   |     |    |     |    |     |    |     |    |       |    |
| Number of ELLs by Grade in Each Language Group |     |    |     |    |     |    |     |    |       |    |
|  | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|  | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| Spanish  |     |    |     |    |     |    |     |    | 0     | 0  |
| Chinese  |     |    |     |    |     |    |     |    | 0     | 0  |
| Russian  |     |    |     |    |     |    |     |    | 0     | 0  |
| Korean   |     |    |     |    |     |    |     |    | 0     | 0  |
| Haitian  |     |    |     |    |     |    |     |    | 0     | 0  |
| French   |     |    |     |    |     |    |     |    | 0     | 0  |

| Dual Language (ELLs/EPs)<br>9-12               |     |    |     |    |     |    |     |    |       |    |   |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|---|
| Number of ELLs by Grade in Each Language Group |     |    |     |    |     |    |     |    |       |    |   |
|  | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |   |
|  | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |   |
| Other  |     |    |     |    |     |    |     |    |       | 0  | 0 |
| <b>TOTAL</b>                                   | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  | 0 |

| This Section for Dual Language Programs Only                      |                                    |
|---|------------------------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |
| Ethnic breakdown of EPs (Number):                                 |                                    |
| African-American:   | Asian:                             |
| Hispanic/Latino:  | Other:                             |
| Native American:  | White (Non-Hispanic/Latino):       |

| Freestanding English as a Second Language      |   |    |    |   |    |    |   |   |   |   |    |    |    |       |
|--|---|----|----|---|----|----|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group |   |    |    |   |    |    |   |   |   |   |    |    |    |       |
|  | K | 1  | 2  | 3 | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish  | 2 | 4  | 7  | 2 | 5  | 4  |   |   |   |   |    |    |    | 24    |
| Chinese  |   |    | 1  |   | 1  |    |   |   |   |   |    |    |    | 2     |
| Russian  | 1 | 1  |    | 1 |    | 1  |   |   |   |   |    |    |    | 4     |
| Bengali  | 2 | 2  | 1  |   | 1  | 2  |   |   |   |   |    |    |    | 8     |
| Urdu   | 1 | 1  |    |   | 1  |    |   |   |   |   |    |    |    | 3     |
| Arabic   | 1 | 1  | 1  | 2 | 2  | 1  |   |   |   |   |    |    |    | 8     |
| Haitian  |   |    |    |   |    | 2  |   |   |   |   |    |    |    | 2     |
| French   | 1 |    |    |   |    |    |   |   |   |   |    |    |    | 1     |
| Korean   |   |    |    |   |    |    |   |   |   |   |    |    |    | 0     |
| Punjabi  |   | 1  |    |   |    |    |   |   |   |   |    |    |    | 1     |
| Polish   |   |    | 1  |   |    |    |   |   |   |   |    |    |    | 1     |
| Albanian                                       |   |    |    |   |    | 1  |   |   |   |   |    |    |    | 1     |
| Other  |   |    |    |   |    |    |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b>                                   | 8 | 10 | 11 | 5 | 10 | 11 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 55    |

## Part IV: ELL Programming

### A. 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.

Paste response to questions 1-4 here

1a PS 130 offers a Freestanding pull out ESL program to 55 students, from Kindergarten to Fifth grade.

1b Our ELL students are grouped by grade and proficiency levels. Beginning and Intermediate students receive 360 minutes of ESL instruction and Advanced students received 180 minutes per week.

2a. Great care is vested in the articulation of ELL student groups by grade level and mandated number of hours. ESL teacher uses flexible grouping when necessary in order to make sure all mandated hours and levels of proficiency are matched.

2b. Our standards based ESL program uses eclectic approaches, which range from Total Physical Response, Oral/Aural Language Experience and skills and acquisition approaches. Our English language teaching is based on Principles for Success. Lessons are learner-centered. They have meaning and purpose for the students, drawing on their background knowledge and interest allowing authentic reading and writing experiences. Lessons also engage students in meaningful social interaction by working collaboratively in small groups. Oral and written language is acquired simultaneously as students read, write, speak and listen during their learning experiences. This is in keeping with the Balanced Literacy Model, which is the foundation of our teaching practice. Our ESL classroom is filled with books of all genres so that our students can experience a variety of writing and reading text genres. The use of songs, chants, rhymes, along with puppets, audiovisual, and computers are in place to enhance instruction and promote oral/aural practice. In order to establish standardized learning for ELL's, congruency and articulation between our ESL teacher and all pedagogues is ongoing. Through these consultations, multi-sensory learning for the ELL is addressed on an individual basis. ELL's who are eligible for standardized city and state testing, receive additional test preparation using ESL strategies and techniques which scaffolds and bridges instruction. This allows students to perform at a higher competency level in English and Math.

3. Our Freestanding pull out ESL program provides instruction for our 55 students in 360 or 180 minutes blocks per week. The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.
- 

Both the classroom, cluster and ESL teachers that work with our ELL students collaborate, share planning and give feedback on student progress in order to ensure student success. ELA, math and other content area subjects are delivered to students utilizing the following practices:

- Collaborative planning between ESL and classroom teachers during June planning.

- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

4a. Instructional Plan for SIFE: Where is an urgency to provide academic intervention services as an extension of the regular school program on both push in and pull out services for SIFE students.

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all area

4b. Plan for Newcomers: When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the Saturday Program and After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.

All ELL students participate in Early morning intervention, afterschool test prep classes and NYSESLAT test prep afterschool . ELL students also participate in small group instruction with math and literacy specialists during test prep instruction.

4c. Plan for Long Term ELLS: PS 130 has few Long terms ELLs, An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- An after school program, targeting reading and writing three days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in the AIS programs, after school and Saturday programs.

4d. Plan for ELLs identified as having Special Needs: We have students with special needs who are ELLs in our CTT, 12:1 and General Education classes. Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.
- The delivery of AIS services after school and as part of our Saturday Academy.

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

|   | <b>Beginning</b>      | <b>Intermediate</b>   | <b>Advanced</b>      |
|---|-----------------------|-----------------------|----------------------|
| 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 |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts              | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day   |

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

|  | <b>Beginning</b> | <b>Intermediate</b> | <b>Advanced</b> |
|--|------------------|---------------------|-----------------|
|--|------------------|---------------------|-----------------|



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.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. Afterschool Math and Literacy programs and Early Morning Intervention, to which all ELLs are invited and encouraged to attend. No other languages are available.
6. Teachers continue to differentiate instruction in small groups and create individualized instruction of former ELLs to increase their learning.
7. New writing continuum has been incorporated as assessment.
8. Not applicable
9. a) All students, regardless of whether they are Ells, are invited to participate in any afterschool and Saturday Academy programs available here at PS 130, which also includes both enrichment and remedial intervention.  
b) NYSESLAT, ELA, Math, and Science test prep afterschool programs, of which all ELLs, among other students, are invited. ELLs also participate in our afterschool enrichment clubs.
10. Imagine Learning, a complete software curriculum, is an effective tool to compliment instructional ESL frameworks used on a daily basis, especially for ELLs at the beginning and intermediate levels. Theme based instruction in content areas is also utilized to assist ELLs in making gains in their total educational development.
11. Native languages are encouraged to b3e maintained by all ELLs and their families.
12. Yes, our required services support and resources correspond to our ELL students' ages and grade levels. Here are P.S. 130 children are placed in age appropriate classes regardless of educational experience or ability. We realize the importance of making sure that student's are able to interact and share educational experiences with their peers. No child is left behind.
13. Not applicable
14. Not applicable

### C. 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)?

Paste response to questions 1-5 here

### D. 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.

Paste response to questions 1-3 here

1. Our ESL teacher participates in monthly network meetings (CFN 102). Also Professional Development for all teachers is offered on a continuous basis at PS 130. Differentiation of instruction is at the heart of our classroom practice which challenges us to be able to teach with rigor to our students. Our school has a great record of student placement into specialized middle schools as well as students getting their school of choice. Our academic program allows all students to excel including our ELL's.

2. Our guidance counselor, Erin Langstaff, works with our staff on providing them tools and resources for helping all our students regardless of whether the 5<sup>th</sup> grader is an ELL or not with placing ELL's in the best middle school environment available. We fight for our ELL's by getting character letters, support them academically, recommendations all in an effort to get them into the best schools. Professional Development for all teachers is offered on a continuous basis at PS 130. Differentiation of instruction is at the heart of our classroom practice which challenges us to be able to teach with rigor to our students. Our school has a great record of student placement into specialized middle schools as well as students getting their school of choice. Our academic program allows all students to excel including our ELL students.

3. The majority our teachers have the mandated 7.5 hours of ELL training. New teachers are encouraged to participate in UFT courses, "P" credit classes offered by DOE as well as conferences offered by DOE.

### E. 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?

1-4. We have an active parent association here at P.S. 130. Parents run fund raisers and after school programs. Specifically our ELL parents also participate in school activities although we always are looking for ways to increase their participation. Our efforts in this area have taken the form of adult ESL programs (sponsored by New York City Technical College and the New York Public Library) and monthly healthcare information meetings (sponsored by US Healthcare). We also have math and literacy workshops especially for our ELL parents. We also try to assess the needs of our ELL parents using information collected in parent surveys administered a few times a year.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B)   | 7 | 9  | 7  | 2 | 2 | 1  |   |   |   |   |    |    |    | 28    |
| Intermediate(I)   |   |    | 2  | 3 |   | 4  |   |   |   |   |    |    |    | 9     |
| Advanced (A)  | 1 | 1  | 2  | 1 | 7 | 7  |   |   |   |   |    |    |    | 19    |
| Total   | 8 | 10 | 11 | 6 | 9 | 12 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 56    |

**NYSESLAT Modality Analysis**

| Modality Aggregate     | Proficiency Level | K | 1  | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|------------------------|-------------------|---|----|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/<br>SPEAKING | B                 | 6 | 5  | 3 | 1 |   |   |   |   |   |   |    |    |    |
|                        | I                 |   |    |   |   | 1 | 2 |   |   |   |   |    |    |    |
|                        | A                 | 1 | 3  | 5 | 2 | 2 |   |   |   |   |   |    |    |    |
|                        | P                 |   | 2  | 3 | 7 | 3 | 9 |   |   |   |   |    |    |    |
| READING/<br>WRITING    | B                 | 6 | 10 | 7 | 1 | 2 | 1 |   |   |   |   |    |    |    |
|                        | I                 |   |    | 1 | 4 | 1 | 4 |   |   |   |   |    |    |    |
|                        | A                 | 1 |    | 2 | 5 | 3 | 6 |   |   |   |   |    |    |    |
|                        | P                 |   |    | 1 |   |   |   |   |   |   |   |    |    |    |

**NYS ELA**

| Grade                  | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|------------------------|---------|---------|---------|---------|-------|
| 3                      |         |         |         |         | 0     |
| 4                      | 1       | 5       | 4       | 1       | 11    |
| 5                      | 1       | 6       | 7       | 4       | 18    |
| 6                      | 0       | 6       | 8       | 0       | 14    |
| 7                      |         |         |         |         | 0     |
| 8                      |         |         |         |         | 0     |
| NYSAA Bilingual Spe Ed |         |         |         |         | 0     |

**NYS Math**

| Grade                  | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 3                      |         |    |         |    |         |    |         |    | 0     |
| 4                      | 1       |    | 4       |    | 5       |    | 1       |    | 11    |
| 5                      | 1       |    | 4       |    | 8       |    | 4       |    | 17    |
| 6                      | 1       |    | 6       |    | 7       |    | 1       |    | 14    |
| 7                      |         |    |         |    |         |    |         |    | 0     |
| 8                      |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual Spe Ed |         |    |         |    |         |    |         |    | 0     |

**NYS Science**

|                        | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 4                      | 1       |    | 2       |    | 4       |    | 10      |    | 17    |
| 8                      |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual Spe Ed |         |    |         |    |         |    |         |    | 0     |

| NYS Social Studies     |         |    |         |    |         |    |         |    |       |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                        | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 5                      | 1       |    | 1       |    | 8       |    | 1       |    | 11    |
| 8                      |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual Spe Ed |         |    |         |    |         |    |         |    | 0     |

| New York State Regents Exam  |                            |                 |                             |                 |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                              | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|                              | English                    | Native Language | English                     | Native Language |
| Comprehensive English        |                            |                 |                             |                 |
| Math                         |                            |                 |                             |                 |
| Math                         |                            |                 |                             |                 |
| Biology                      |                            |                 |                             |                 |
| Chemistry                    |                            |                 |                             |                 |
| Earth Science                |                            |                 |                             |                 |
| Living Environment           |                            |                 |                             |                 |
| Physics                      |                            |                 |                             |                 |
| Global History and Geography |                            |                 |                             |                 |
| US History and Government    |                            |                 |                             |                 |
| Foreign Language             |                            |                 |                             |                 |
| Other                        |                            |                 |                             |                 |
| Other                        |                            |                 |                             |                 |
| NYSAA ELA                    |                            |                 |                             |                 |
| NYSAA Mathematics            |                            |                 |                             |                 |
| NYSAA Social Studies         |                            |                 |                             |                 |
| NYSAA Science                |                            |                 |                             |                 |

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

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

Paste response to questions 1-6 here

1.
  - a) We use TCRWP to assess early literacy skills for all our students.
  - b) Through our assessment tools we are able to identify more needy students and allows us to address their needs through push in with our Literacy and Math coaches as well as differentiated instruction in the classroom.
2. Data patterns show that writing and reading modalities take the longest to become proficient. Knowing this allows our teachers to hone the skills of our ELLs through rigorous practices and differentiated instruction through modifications of our teaching to address the needs of our ELLs. Data patterns reveal, for the most part, that ELLs do make gains and strides consistently. It also reveals that writing is the final modality in making gains for most ELLs.
3. Individual instructional decisions are based on patterns across the NYSESLAT modalities. Teachers can effectively hone in on deficiencies of ELLs as a result of the NYSESLAT.
4.
  - a) not applicable
  - b) All periodic assessment aids teachers in modifying and differentiating instruction based on the needs of the student as the result of this assessment.
  - c) The school learns, from these periodic assessments, that gains are met, and if not, then an interim intervention plan is put in place for guided instruction that is specific to the learning needs of that child.
5. Not applicable
6. We determine our program success by the individual child and the gains that child makes in all academic subjects and results of State/City testing.

## Additional Information

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

Paste additional information here.

### SECTION IV

Part E Parental Involvement: Unable to paste in section IV.

Describe parent involvement in your school, including parents of ELLs One. All parents are welcomed at PS 130. Parent workshops, parent volunteering, fundraising activities conducted by the PTA and parent classes make our school a busy place where everyone belongs.

- b. TWO. ESL classes are offered to parents in collaboration with Windsor Terrace Public Library and NY Technical College for the past 5 years, currently have beginner, intermediate and advanced classes. Our school has also partnered with Health Plus which provides parent workshops on a monthly basis. Topics include health, nutrition, stress management and children's' discipline.

## Additional Information

Three. Our school conducts parent surveys on a yearly basis. This survey which is translated into different languages gives us the opportunity to get parent feedback about our workshops and parent needs.

c. Four. Our parent activities are planned in accordance to the parent feedback on the parent surveys. The SLT and the TPA meet in July to look plan next year's parent activities and great care is put into using surveys feedback during planning.

## Part VI: LAP Assurances

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

| Name (PRINT) | Title                | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
|              | Principal            |           |                 |
|              | Assistant Principal  |           |                 |
|              | Parent Coordinator   |           |                 |
|              | ESL Teacher          |           |                 |
|              | Parent               |           |                 |
|              | Teacher/Subject Area |           |                 |
|              | Teacher/Subject Area |           |                 |
|              | Coach                |           |                 |
|              | Coach                |           |                 |
|              | Guidance Counselor   |           |                 |
|              | Network Leader       |           |                 |

|  |       |  |  |
|--|-------|--|--|
|  | Other |  |  |
|  | Other |  |  |
|  | Other |  |  |
|  | Other |  |  |