



PUBLIC SCHOOL 131
MAGNET SCHOOL FOR PERFORMING & VISUAL ARTS

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 15K131
ADDRESS: 4305 FT. HAMILTON PARKWAY
TELEPHONE: (718) 686-1457
FAX: (718) 853-5952

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 15K131 **SCHOOL NAME:** Public School 131 Magnet School for Performing & Visual Arts

SCHOOL ADDRESS: 4305 Fort Hamilton Parkway

SCHOOL TELEPHONE: (718) 686-1457 **FAX:** (718) 853-5952

SCHOOL CONTACT PERSON: Ruth N. Quiles, Principal **EMAIL ADDRESS:** Rquiles2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Violet Windbisch

PRINCIPAL: Ruth N. Quiles

UFT CHAPTER LEADER: Lorraine Donlon

PARENTS' ASSOCIATION PRESIDENT: Oumsaad Chehbeur

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 15 **CHILDREN FIRST NETWORK (CFN):** 306

NETWORK LEADER: Margarita Nell

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
Ruth N. Quiles	*Principal or Designee	
Lorraine Donlon	*UFT Chapter Chairperson or Designee	
Oumsaad Chehbeur	*PA/PTA President or Designated Co-President	
Beatrice Osorio	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Flor Gonzalez	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Violet Windbish	Teacher	
Haydee Rentas	Guidance Counselor	
Sherry Clarke	Para Representative	
Jessica Barreto	Member/PTA V-President	
Rehanna Hossain	Member/PTA Treasurer	
Beatri Illes	Member/Parent	
Marie Martinez	Member/Parent	
Agata Mularczyk	Member/PTA Secretary	
Danielle Schell	Member/Parent	
Nancy Vido	Teacher	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

P. S. 131, Magnet School for Performing Arts, is an elementary school located in the Boro Park section of Brooklyn. We service grades Pre-K through 5 that include Bilingual and Special Education (MIS 1 and CTT). Historically, P. S. 131 has served a population that is largely immigrant and first generation. Our enrollment is currently **91.8%** with classes averaging between 20 -- 28 students. According to the 2009-10 school report, P. S. 131's public ethnic census indicates a diverse population as follows: **Hispanic 60.9%** from 8 different Spanish speaking countries, **Asian 31.7%** from 11 different countries, **White 6.4%** and **Black .9%**. The socioeconomic makeup for 2009-10 indicates that 94.7% of our students are eligible for free lunch. That designates P. S. 131 as a Title 1 School. The attendance for 2009-2010 was 95.3%. 100% of our teachers are fully licensed and permanently assigned to the school; **89%** hold a masters degree or higher. . For 2009-10, **43.4%** of our students were identified as English Language Learners (ELL). All classes in P.S. 131 are heterogeneously grouped.

Our students and staff are involved in Teacher's College Reading and Writing Project which works hand-in-hand with the New York City customized Performance Standards. We utilize a workshop model which promotes independence. The model is as follows:

- 10-minute direct instruction
- 5-minute active engagement
- 20- minute independent work time
- 5-minute share

This model is implemented in Reading, Writing and Math.

As a means of supporting the New Math Standards, we have implemented the Standards-Based Everyday Math program for Grades K. This program is evident throughout the entire school. Math Steps and Tantilizers programs will support Everyday Math.

To advance the technology skills of our students, we have a Mac computer lab, consisting of a Mac G5 Server, a 20" iMac Teacher's Station, 25 iMacs and 5 eMacs. Computers have been introduced into every classroom for utilization by our classroom teachers. At P. S. 131, all of our classrooms have internet accessibility. There is a wireless mobile laptop cart available in Grades 2, 3, 4 and 5. Axim Pocket PC handheld computers are being piloted in one classroom in Grade 4. There are Smartboards, projectors, and laptops available in every 4th and 5th Grade classroom. Smartboards will be available in all grade 3 classrooms this upcoming school year. The Library Media Center has a Smartboard, a Tandberg video conferencing unit, 5 desktop computers and a 10 laptop mobile cart.

Our Science program is a hands-on program. There are two Science clusters that provide lab experiences for the students. Two rooms have been allocated as lab sites with Science equipment. One Science teacher will provide Extended Day Services to those students who did not pass the NYS Science Exam. An overnight trip will enhance students learning of environmental science.

Social Studies is planned by individual grades. The teachers follow the NYS Social Studies standards and integrate Balanced Literacy. Classroom libraries are reflective of these current units of study. Projects are utilized as part of their assessment.

We have taken the 37 ½ minute program and created a program called “Special Time”. Special Time occurs 5 days a week for 35 minutes a day. All at risk students receive intervention in groups of no more than 10 students. Students on level will receive enrichment during this time. Enrichment includes Science, Visual, Performing Arts, Technology, Physical Education, Zumba and Library during the day enables all students to benefit from either intervention or enrichment. Students and teacher interests are considered when programming enrichment.

Summer School will service students in Grades 2 through 5. These students are our holdovers and our at risk population. During the summer, the students will participate in the Writing Process and Accountable Talk. Talk will be implemented by paired and literature circles. Students will be engaged in non-fiction text. Math will be a hands-on activity. The focus on Writing and Accountable Talk and Interactive Math will continue throughout the school year 2010-11.

To help facilitate the cultural and social growth of our children, P. S. 131 participates in Project Arts. This will enhance Music, Art, Theater and Dance enrichment. All classes involved in the program receive workshop experiences in Art, Music, Dance and Drama. Several classes receive musical instrument instruction in Recorder study. A band of Wind instruments has been formed and meets with an outside instructor from Brooklyn Conservatory of Music (BCM). Our auditorium has been equipped with professional sound and light equipment. Theater productions are presented monthly, which involve children on designated grades, staff members and parents. Kindergarten and first grade are involved with Studio in a School. 2nd Graders are in a Dramatization of Literature Program with Together in Dance. 3rd and 4th Graders study Recorder. 5th Graders have the band with BCM.

We are fostering student creativity and giving them the sense of excitement that comes with a true search for knowledge with our Performing Arts Magnet. The Performing Arts provides an excellent vehicle for achieving that goal. It's the Arts that equip our children with the skills necessary to speak, interpret and create in this new language of the 21st Century.

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					
School Name:	Public School 131				
District:	15	DBN #:	15k131	School BEDS Code:	331500010131

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input 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			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	91	108	97		94.4	95.3	TBD		
Kindergarten	136	121	144						
Grade 1	117	143	135	Student Stability: % of Enrollment					
Grade 2	120	119	140	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	128	115	117		93.7	94.5	TBD		
Grade 4	119	134	126						
Grade 5	118	117	140	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		84.9	89.9	94.7		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		3	5	TBD		
Grade 12	0	0	0						
Ungraded	12	1	27	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	841	858	926		25	27	33		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(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	12	11	9						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	27	33	35	Principal Suspensions	2	5	TBD
Number all others	51	51	45	Superintendent Suspensions	0	1	TBD
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	60	68	82	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	302	302	320	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	4	0		(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	66	66	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	10	11	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	2	TBD
	0	0	TBD				
Teacher Qualifications:							
Ethnicity and Gender: % of Enrollment				(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	98.5	100.0	TBD
American Indian or Alaska Native	0.1	0.0	0.0	Percent more than two years teaching in this school	69.7	74.2	TBD
Black or African American	1.0	0.8	0.9	Percent more than five years teaching anywhere	57.6	54.5	TBD
Hispanic or Latino	64.0	63.1	60.9				
Asian or Native Hawaiian/Other Pacific Isl.	28.4	29.7	31.7	Percent Masters Degree or higher	85.0	89.0	TBD
White	6.5	6.4	6.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	74.3	78.1	TBD
Multi-racial							
Male	49.1	48.8	49.7				
Female	50.9	51.2	50.3				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> <input type="checkbox"/> Title I School-wide 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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes No If yes, area(s) of SURR identification: _____
 Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

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

<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>	<u>Category (Check <input checked="" type="checkbox"/>)</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)			

Individual Subject/Area Outcomes	Elementary/Middle Level (<input checked="" type="checkbox"/>)		Secondary Level (<input checked="" type="checkbox"/>)	
	ELA:	√	ELA:	
	Math:	√	Math:	
	Science:	√	Grad. Rate:	

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

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

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	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.

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	n/a
Overall Score	92.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	53.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	5.3	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?
-

P. S. 131 is a school that is very proud of its' continuous progress. Our NCLB Accountability is a School in Good Standing. In school year 2009-2010 we did meet the AYP in ELA for Special Education Students which we have not done in three years. In our progress report of 2009-2010 we did make exemplary gains in ELA for Special Education students.

In ELA we are at 49% of our students attaining proficiency; 77% of our students are showing growth while 78% of our lowest third of students are also showing growth. This is a clear indication that our interventions, professional development and coaches are successful for all students in ELA. On the Progress Report we received extra credit for exemplary gains of English Language learners and our Lowest Third.

In Mathematics 60% of all students attained proficiency. 71.51% of all students show growth and 68% of our lowest third also show growth. On the Progress Report we received extra credit for exemplary gains with English language learners.

One of our barriers is interrupted instruction. Many of our families return to their countries during the holidays and are gone for extended periods of time i.e. one month. We do supply students with assignments, but there is no substitution for teaching. Technology is an aid that we offer to identify and meet the needs of our students i.e. RAZ Kids, IXL.

We will be participating in the pilot of performance assessments in Mathematics that are aligned to the Core Standards in mathematics. This work will enable us to become familiar with the Core Standards and develop assessments that will monitor student progress as well.

Our attendance has been at 94.8% for this past school year. We would like to see this improve and/or remain the same in the 2010-2011 school year. Incentive programs that recognize attendance in regular school, as well as, Saturday Scholar will be implemented.

Our Quality Review has shown our being "Well Developed" for the past two years. We have been exempt due to our Progress Report status of A this past year and this year as well. The recommendations have been to begin goal setting with students. It has also mirrored our Parent Survey in the area parental engagement. We received a score 7.5 which was the lowest score on our survey. We must continue to engage parents as partners in this process.

This school year we participated in a Mock Quality Review in order to familiarize ourselves with the current process and rubric. This mock review indicated a need for differentiation and feedback to students. We will be engaged this coming school year in creating rubrics, providing feedback to students and differentiation.

Monitoring of student's progress throughout the school is a process that we will continue to implement. This has enabled us to provide immediate intervention when there is little or no progress. We utilize Rigby Profiles in ELA, Teachers' College Writing Continuum in Writing and check-in Progress for Everyday Mathematics.

Our English Language Learners continue to grow. We have gone from 40 % to 43.4% this school year. This presents a challenge for us since students arrive throughout the school year. When the NYSESLAT scores are disaggregated we find that students make more progress in Listening and Speaking than they do in Reading and Writing. It is in particular the Writing component which is the lowest score. Students need to engage in an instructional program that is rich in vocabulary for both reading and writing.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

ELA

1. To address the needs of all students in literacy. The schools' overall percentage of students at levels 3 and 4 will go from 49% to 52%. Students who are in grades 1 and 2 will demonstrate progress by moving to appropriate levels in Rgby.

Math

2. To utilize pre and post assessments in Everyday Math units that will provide information for differentiation in daily lessons of students. This will provide for immediate differentiation of intervention for students. Students scoring at levels 3 and 4 will go from 60% to 63% in grades 3, 4 and 5 as demonstrated on they NYC Mathematics exam.

Science

3. All 3rd, 4th and 5th grade students will set Science goals with their teachers. These goals will be set in coordination with the NYC Science Scope and Sequence. Rubrics will be developed that all students will be aware of. Each unit will have its' own set of rubrics. Ninety per cent of students in every third, fourth and fifth grade class, will know their current goal they are working towards in a particular unit. As students master this/these goals new ones will be set so that they are working on a goal all year long.

Social Studies

4. Students will engage in project based learning in Social Studies. All students in grades 2 through 5 will be engaged in creating projects at the end of every unit described in the NYC Scope and Sequence in Social Studies.

Teacher Teams

5. To reconfigure Curriculum Committees which are comprised of teachers across grades into Inquiry Teams. Teacher teams will be given the autonomy to create a list of queries they are interested in studying. These queries have to be linked to data. Teachers will be able to choose which teacher team they wish to affiliate with. They will set their own goals and in consultation with administration create an end of year presentation of their findings. Every committee will present on Brooklyn Queens Day. Queries need to be 90% completed for dissemination to the entire school community.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

ELA

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To address the needs of all students in literacy. The schools’ overall percentage of students at levels 3 and 4 will go from 49% to 52%. Students who are in grades 1 and 2 will demonstrate progress by moving to appropriate levels in Rigby.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Students will attain level 3 and above by:</p> <ul style="list-style-type: none"> - Teachers planning curriculum lesson with differentiation. - Teachers’ College will work in classrooms and staff members will go to Columbia University for staff development. - Full time Literacy Coach will follow up on the work of TC. - School wide focus on the use of Conferences as a means for differentiation in ELA. - Grade meetings will focus on Reading and/or Writing. - School book club on English Language Learners. - Common preparation periods will enable teachers to plan together. - Content area teachers will include Read Alouds and Writing. - Teachers will administer Rigby Benchmarks four times a year for on level students and monthly for at risk students. - Constant monitoring of progress will enable immediate appropriate intervention.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Contract for Excellence, Title 1 SWP, TL Fair Student Funding, TL 09 C4E CTT, Title 1 ARRA SWP and TL One-Time Allocations will be used for these changes.</p>

Indicators of Interim Progress and/or Accomplishment

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

Teachers will submit monthly reading profiles that will demonstrate growth on Rigby Benchmark. If students are not moving up levels then intervention will be immediately reassessed. Interim and Periodic Assessments will be compared for growth as well.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Math

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

To utilize pre and post assessments in Everyday Math units that will provide information for differentiation in daily lessons of students. This will provide for immediate differentiation of intervention for students. Students scoring at levels 3 and 4 will go from 60% to 63% in grades 3, 4 and 5 as demonstrated on they NYC Mathematics exam.

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

Pre and post test assessments will be provided for every unit. The teachers involved in the pilot last year will support the teachers on their grade. Teachers will then plan for those objectives that students need. This will provide for differentiation
All students will participate in Math Activities by:

- Utilizing Math period daily.
- A whole group lesson will be presented and during the independent work time is where the differentiation will occur.
- Extended day will be utilized for differentiation as well.

All students will keep a math journal. This will enable students to:

- Express critical thinking in mathematics.
- Increase vocabulary in mathematics.
- Practice mathematical short answer responses.
- It will reflect problems that are differentiated as well.

I will meet monthly with grade leaders and evaluate how it is going.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Students will engage in project based learning in Social Studies. All students in grades 2 through 5 will be engaged in creating projects at the end of every unit described in the NYC Scope and Sequence in Social Studies.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will collaborate on projects for units and it will be indicated on the curriculum map.</p> <ul style="list-style-type: none"> • Staff development in the scope and sequence by administration and the LSO will continue. <p>Social studies will be a part of the yearly curriculum map for every grade with project dates included. Projects may take the form of individual, group, performances and/or written pieces.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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>Title 1 SWP and TL Fair Student Funding will support this endeavor.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Curriculum maps will provide a framework for due dates for the end of unit projects. At the end of a unit classroom visits, performances and artifacts will provide the evidence that projects are completed.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Teacher Teams

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To reconfigure Curriculum Committees which are comprised of teachers across grades into Inquiry Teams. Teacher teams will be given the autonomy to create a list of queries they are interested in studying. These queries have to be linked to data. Teachers will be able to choose which teacher team they wish to affiliate with. They will set their own goals and in consultation with administration create an end of year presentation of their findings. Every committee will present on Brooklyn Queens Day. Queries need to be 90% completed for dissemination to the entire school community.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will be surveyed as to what they would like to study and learn more about. A list of queries will be developed and teachers will be able to choose which inquiry team they will participate on for the entire year. These queries will have to have a data base and be linked to student achievement. Faculty conferences will be used for their meetings.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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>Title 1 SWP, TL Fair Student Funding, Contract for Excellence, Title 1 ARRA SWP and TL One Time Allocation will support this.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Administration will receive monthly minutes and attendance sheets after every Faculty meeting. There will be four meetings scheduled throughout the school year where administration meets with the staff members that are leading each committee to monitor progress and ensure that a professional learning committee is maintained. Final findings will provide evidence of accomplishment.</p>

REQUIRED 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 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	10	0	0	0
1	45	11	N/A	N/A	8	0	0	0
2	50	9	N/A	N/A	10	0	0	0
3	30	20	N/A	N/A	8	0	0	0
4	40	20	10	0	12	0	0	0
5	45	15	11	10	12	0	0	0
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

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA:</p> <p>Academic Intervention Services</p> <p>At Risk Resource Room</p> <p>Summer School</p> <p>90 Minute Literacy Block</p> <p>Assessment Driven Instruction</p> <p>Reading Intervention Specialist</p> <p>Push in ESL</p> <p>Special Time</p>	<p>This may be provided before or after school. This service will be Two hours of reading instruction and one hour of math instruction weekly. Folders will be kept to have evidence of growth. Soar to Success and National Geographic will be used.</p> <p>Classroom teachers/guidance counselor/ CPPST members will recommend students for additional support in reading and math. This will be during the school day. Literacy by Design will be used.</p> <p>This program will provide reading, writing and math instruction during summer vacation. This year it is only for grades two through five. National Geographic and Summer Success will be used.</p> <p>Every student in the school will participate. This block will include reader’s workshop and an independent reading activity. This is everyday during the school day. Teachers college reading and writing program.</p> <p>Every child will have a folder that will consist of running records, Scholastic benchmark exams, writing sample and a Math sample. Teachers will use conference notes to provide guided and focused strategy lessons for students. This is daily.</p> <p>This service will be provided for grades three through five. Small group instruction will be provided for students during the school day.</p> <p>As much as the program allows, ESL will be provided during the literacy block. This will be on a daily basis.</p> <p>Intervention groups of up to ten students will be serviced daily and in cycles with mathematics. The cycles are six weeks long. National Geographic will be used for reading and writing</p>
<p>Mathematics:</p> <p>60 Minute Math Block</p> <p>Summer School</p> <p>At Risk Resource Room</p>	<p>Every student in the school will participate. This block will include a workshop. This is everyday during the school day program. Explorations will be a part of this program.</p> <p>This program will provide reading, writing and math instruction during summer vacation. This year it is only for grades two through five. Summer Success will be used.</p> <p>Classroom teachers/guidance counselor/cppst members will recommend students for additional support in reading and math. This will be during the school day.</p>

Academic Intervention Services	This may be provided before or after school. This service will be Two hours of reading instruction and one hour of math instruction weekly. Folders will be kept to have evidence of growth.
Science: AIS Science	The science teacher will provide small group instruction to at risk students in the science laboratory. This will be weekly during the school day.
Social Studies:	Students in Grade 5 were grouped for the 37 ½ minutes and review of Reading and Writing in the content area of Social Studies was provided.
At-risk Services Provided by the Guidance Counselor: Support Services-Guidance	An after school program will provide for conflict resolution, anger management, self esteem building, peer relations, friendship building and working together one day a week. The guidance counselor will provide in class activities as well as group and individual sessions. This is also during the school day.
At-risk Services Provided by the School Psychologist:	n/a
At-risk Services Provided by the Social Worker:	n/a
At-risk Health-related Services:	n/a

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 (2010-2011) Language Allocation Policy to this CEP.

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

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below:

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

Section I. Student & School Information

Grade Level(s) 3, 4 and 5 Number of Students to be Served: 100 LEP 0 Non-LEP

Number of Teachers 7 Other Staff (Specify) Supervisor as needed

School Building Instructional Program/Professional Development Overview

Section II. Title III. Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language

program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The Extended Day Program at 15k131 will follow the Literacy Model and Mathematics Model. The ELL students will participate in the Title III Program twice a week from 3:10 – 4:40 P.M. There will be 6 classes with 15 students in each class. The grades serviced will be 3,4 and 5. A coordinator will facilitate and provide Professional Development. There will be six teachers paid out of Title III. They each work 3 hours a week which becomes 18 hours a week for 19 sessions. The sessions will run from November through May. On Tuesdays the students will be instructed in literacy and on Thursdays they will receive mathematics instruction. Five teachers and the coordinator are paid from Title III. One teacher is paid from the Academic Excellence Funds. The teachers will be N.Y.S. Certified Bilingual, ESL, Special Education and Common Branches Teachers. All teachers have New York State certification. Two (2) teachers have Chinese Bilingual Certificates. One (1) teacher has a Spanish Bilingual Certificate. Two (2) teachers plus the Coordinator have New York State ESL Certificates. One (1) teacher has a Special Education Certificate. The coordinator, an ESL teacher, will rotate in and out of this classroom to provide additional instructional support to ELLs. Supervisors will work in the Saturday Scholars Program for ELL's when the school offers NYSESLAT Test Prep. Saturday Scholars is the name given to Saturday classes for test prep. In this case it will be classes in preparation for the NYSESLAT. They will also oversee any parent involvement activities and workshops. Day one will be Literacy instruction and the second day will be Mathematics instruction. The Literacy Program will use the workshop model. Teachers will use ESL instructional methodology that will develop the four language skills for students at different stages of second language acquisition. Content area ESL will be part of the Language Arts session. The Math program will focus on specific skill building and use a concept-based approach. Students will be exposed to the Arts through the performances of the SEA Theater program. They will be offered one performance in the school related to the Literacy curriculum and at the same time be provided a cultural experience by visiting the theatre in New York City to see a performance also related to the Literacy Curriculum. All these activities will be funded by Title III. There will be instruction and

materials purchased to supplement other materials in the Title III Extended Day program. The materials will include fiction and non-fiction literacy support. Test Prep for ELL's will also be acquired. Mathematics materials will also enhance the ELL's student's concepts and skills. Some examples of the materials may include:

Benchmark Education Company

Government and citizenship

- Communities
- Water and Weather
- Changes in the Earth

Other materials may include: Attanansio and Associates

- Spanish/English dictionaries
- Chinese/English dictionaries

- Urdu/English dictionaries

Other materials may include: Rigby Harcourt Achieve

- Reader’s Theatre - Science and Social Studies – Grade 3
- Reader’s theatre – Science and Social Studies – Grade 4
- Grade 3 Shared Reading and Writing Strand for ELL’s
- Grade 4 Shared Reading and Writing Strand for ELL’s

The above mentioned materials will be used in the Title III program. Some will be used by parents of these students who attend workshops.

A licensed supervisor will also be funded to implement, coordinate, and monitor this Saturday Institute. The supervisor will observe instruction, provide support to participating staff and students, monitor student and teacher attendance, articulate between the official classroom teacher and the Saturday Institute teachers, and secure appropriate instructional and assessment materials. The supervisor will ensure safety and security of students and teachers.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

A comprehensive on-going professional development program will be implemented for all Title III pedagogues. A coordinator will offer bi-monthly Staff Development including demonstrating the necessary adaptation of curriculum. Teachers will develop curriculum aligned with the New York State Standards in ELA, Math, ESL and Art. The 7 Extended Day teachers will attend these bi-monthly workshops for two hours each session for 7

sessions to develop Best Practices for ELL students. As a group they will engage in action research through an inquiry process. The focus questions that will guide their action research will be “How can we adapt our instruction for ELL’s so that they may improve their academic achievement?” Teachers will focus on identified scaffolds, current strategies language structures and functions for units of study. Special attention will be given to providing new staff members with strategies on how to adapt the content area curriculum for ELL students. All professional development will be funded out of Title III. Professional books such as English Language Learners, the Essential Guide will be purchased for the professional development Workshops will consist of training in CALLA for the content areas of math and social studies. Teachers will be trained on scaffolding techniques so they can make balanced literacy accessible for ELLs. The professional development schedule is as follows:

November:	Identifying the needs and levels of the students.
December:	Differentiation of instruction for ELLs.
January:	Scaffolding the Balance Literacy Model for ELLs.
February:	CALLA for the content area of Social Studies
March:	CALLA for the content area of Mathematics.
April:	Infusing the reciprocal teaching model for literacy.

May: Reflections and assessments for ELL students.

7 Teachers @ 2 hours for 7 sessions @ \$49.89 = \$ 4,889.22

Mondays at 3:10 to 5:10.

Parental Involvement

Parents will be provided with various workshops on how to support their children at home, in particular preparing for standardized tests and enhancement activities that promote language and Math skills. There will also be sessions to familiarize parents of newcomers with the NYC system. Workshops will be provided after-school and on Saturdays. These workshops will be conducted by the Title III Coordinator. Translations will be available. Parents will receive resources to facilitate their role as a home-school connection support. Parents will also participate in the school performance and accompany their children to a performance at a theatre in New York City. Refreshments, snacks and a performance will be funded by the Title III program. The Sea performance will take place at the school in the Spring. All students in the Title 111 program along with their parents will be invited. It will be a bilingual performance. Materials will be purchased from Title III funds for Parental Involvement activities. They may include:

Flame Company

- You Can Help Your Child with Homework – English/Spanish
- You Can Help Your Child with Math – English/Spanish
- Questions and Answers About Standardized Tests – English/Spanish
- Chicken Soup for the Parents Soul
- Parent’s Homework Dictionaries – English/Spanish and Chinese/English

Tentative schedule for parent workshops:

November	Familiarizing with the NYC school system
December	How to help your child with homework and study skills
January	Using photographs to support literacy
February	Questions and answers on standardized tests.
March	Preparing your child for the ELA
April	Preparing your child for the Math Exam
May	Preparing your child for the NYSESLAT
June	SEA performance-Little Red Riding Hood

Workshops will be given by licensed ESL teachers, including translators. The performances are provided by SEA-Society for Educational Arts.

	\$ 1,000.00	<ul style="list-style-type: none"> • You Can Help Your Child with Homework – English/Spanish • You Can Help Your Child with Math – English/Spanish • Questions and Answers About Standardized Tests – English/Spanish • Chicken Soup for the Parents Soul • Parent’s Homework Dictionaries – English/Spanish and Chinese/English
	\$ 1,732.70	
	\$ 2,500.00	
Educational Software (Object Code 199)	0	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel	0	
Other	0	
TOTAL	\$ 55,320.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

43% of the 936 students at P. S. 131 are enrolled in ESL. School data indicates there is a need for written translation to major languages Spanish, Arabic and Chinese. Recent parent meetings indicate a need for written translation into these languages. While we do translate certain information, more is needed to increase parent participation and inform parents of academic programs, participation and approaches. In addition, informal feedback from our Parent Coordinator indicates a strong need for more timely written communication in these languages.

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

Informal observations at parent meetings indicate a strong need for oral translation into Arabic, Chinese and Spanish. Surveys and questionnaires indicate a need for this. Also, through dialogue with the Parent Coordinator and PTA President the need for oral translation has been expressed.

Part B: Strategies and Activities

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

Communication in writing to increase parent participation, inform parents of academic performance and programs available under NCLB:

- A. English/Spanish
- B. English/Chinese
- C. English/Arabic

Translation primarily provided by school personnel. DOE translations will be utilized wherever possible.

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

Oral translation at parent workshops, open school nights and special meetings will inform parents of academic performance, programs and pertinent NCLB requirements:

- A. English/Spanish
- B. English/Chinese
- C. English/Arabic

Chinese – Family Worker

Urdu – Para Professional

Spanish – Parent coordinator and School Aide

Parents have agreed to use parent involvement monies to purchase a school wide telephone system called Global Connect. This is a phone service that will provide timely notification to parents.

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

We will provide interpretation services (either on-site or over-the-phone) during regular business hours to parents whose primary language is a covered language and who request such services in order to communicate with the DOE regarding critical information about their child’s education.

We will provide parents whose primary language is a covered language and who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages.

We will post in a conspicuous location at or near the primary entrance of a school or office a sign in each of the appropriate covered languages indicating the available translations.

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:	887,616	137,470	1,025,086
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,876	1,374	10,250
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	44,355	*	
4. Enter the anticipated 10% set-aside for Professional Development:	88,761	*	

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**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

SCHOOL PARENT INVOLVEMENT POLICY PUBLIC SCHOOL 131 2009-2010

1. Introduction

We believe parents are first and primary educators. The importance of parent involvement reflects the improvement of pupil achievement.

2. School Level

- Adherence to “**The Blue Book**”, *Parent Associations and the Schools*, which Summarizes New York City Department of Education policy on PA and parent involvement.
- Making the school a welcoming environment
- Routine school outreach to parents, through open school, report cards, letters, phone calls, open houses to incoming parents etc.
- Outreach to parents of Special Education pupils.
- Parent roles in School Leadership Team, parents comprise 50% of the team (per registers)
- References to parent involvement and education in the CEP and budget.
- Parent involvement and parent education workshops.
- PA activities (e.g. meetings, workshops).
- Parent volunteers (Learning Leaders).
- Working together to get school necessary supplies and equipment.

The Parents Association holds regular monthly meetings in an effort to keep the entire parent body informed of all school events. Announcements of all meetings are sent to all parents in the school. The Parents Association Executive Board meets monthly and meets regularly with the Principal formally and informally.

Parent volunteers are encouraged at the school.

The school will have two Parent/Teacher Conferences per year, allowing the opportunity to discuss individual child progress. Teachers communicate regularly through phone calls, letters, and notices throughout the year. Notices of school events are sent home with the students. Parents are also invited to information nights at the school for orientation, Middle School Information Sessions, etc.

The Parent Involvement Policy will be reviewed in September 2010 at the PTA Executive Board Meeting. The Parent Involvement Policy will be distributed to the school community in September 2010 after the pta meeting.

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

SCHOOL – PARENT COMPACT (2010-2011)

School Name: Public School 131 – Magnet School for Visual and Performing Arts

The School Agrees	The Parent/Guardian Agrees
To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved	To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.
To offer a flexible number of meetings at various times, and if necessary, and if funds are available to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.	To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.
To actively involve parent in planning, reviewing and improving the Title I programs and the parental involvement policy.	To work with his/her child/children on schoolwork; read for 15 to 30 minutes per day to Kindergarten through 1 st Grade students; and listen to Grade 2 and 5 students read for 15-30 minutes per day.

To provide parents with timely information about all programs.	To monitor his/her child's/children's: - attendance at school - homework
To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.	To share the responsibility for improved student achievement
To provide high quality curriculum and instruction.	To communicate with his/her child's/children's teacher about their educational needs.
To deal with communication issues between teachers and parents through: - parent-teacher conferences at least annually - frequent reports to parents on their children's progress - reasonable access to staff - opportunities to volunteer and participate in their child's class - observation of classroom activities.	To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.
To assure that parents may participate in professional development activities if the school determines that is appropriate, i.e., literacy classes, workshops on reading strategies.	To attend Professional Development activities and offer suggestions.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

See Needs Assessment Pgs. 12 and 13.

2. School-wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o 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 improvement, if any.

We use Teacher's College Reading and Writing Programs which are research based. In math we use Everyday Math which meets STM Standards. See Description of Academic Intervention Services Pg. 23.

Enrichment programs will be provided during our "Special Time" which is a daily implementation of the 37 ½ minute policy. Students who are proficient will participate in enrichment clubs. These enrichment clubs are dictated by both teacher and student interests.

3. Instruction by highly qualified staff.

The Literacy Coach will provide professional development which she receives from Teachers' College. The school will attend professional development activities by the region, and Teachers College. Administration will also attend study groups and provide turn-key to the staff. Any staff member who attends an outside any professional development activity must return to school and share with appropriate staff.

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

Teachers College will provide Professional Development for administration, as well as, teachers both in school and out.

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

We currently interview only highly qualified teachers for any vacancy

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

The parent coordinator arranges for academic and non-academic services for Parent Workshops). May include: Health, Reading Math, Housing etc.

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

Every May and June we invite parents and future students to visit, tour the school and meet teachers. They are introduced to various school personnel.

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

The Inquiry Team is part of the review, implementation and evaluation of all assessment programs.

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

See Goals 1 & 2 Pg. 13 & 14.

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

Violence Prevention and PMHP Programs will address the social-emotional needs of students during the day and two days after school.

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

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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 <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$ 745,624.00	✓	Referenced on page 15,16,18,19 and 20.
Title I, Part A (ARRA)	Federal	✓			136,096.00	✓	Referenced on page 15 and 16.
Title II, Part A	Federal		✓				
Title III, Part A	Federal	✓			55,320.00	✓	Referenced on page 25-31.
Title IV	Federal		✓				
IDEA	Federal		✓				
Tax Levy	Local	✓			4,037,982.00	✓	Referenced on page 15, 16, 18, 19 and 20.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and

-
- 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.

- c. Minimize removing children from the regular classroom during regular school hours;
- 4. Coordinate with and support the regular educational program;
- 5. Provide instruction by highly qualified teachers;
- 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
- 7. Provide strategies to increase parental involvement; and
- 8. Coordinate and integrate Federal, State and local services and programs.

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

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, 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 schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

There are three students in Temporary Housing in the 2010-2011 school year.

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

STH will have access to “at risk” counseling, academic intervention services, basic school supplies and/or parental involvement activities.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 131 Brooklyn					
District:	15	DBN:	15K131	School		331500010131

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		

Enrollment				Attendance - % of days students attended:			
<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	108	97	106		94.4	95.3	94.8
Kindergarten	121	144	155				
Grade 1	143	135	175	Student Stability - % of Enrollment:			
Grade 2	119	140	131	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	115	117	137		93.7	94.5	92.9
Grade 4	134	126	117				
Grade 5	117	140	136	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		84.9	94.7	94.7
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	5	5
Grade 12	0	0	0				
Ungraded	1	27	23	Recent Immigrants - Total Number:			
Total	858	926	980	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					25	27	33

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	11	9	12	Principal Suspensions	2	5	0
# in Collaborative Team Teaching (CTT) Classes	33	35	34	Superintendent Suspensions	0	1	0
Number all others	51	45	56				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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	68	82	TBD	Number of Teachers	66	66	61
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	11	9
# receiving ESL services only	302	320	TBD				
# ELLs with IEPs	0	58	TBD	Number of Educational Paraprofessionals	2	2	5

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	98.5	100.0	100.0
				% more than 2 years teaching in this school	69.7	74.2	91.8
				% more than 5 years teaching anywhere	57.6	54.5	62.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	89.0	93.4
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	74.3	78.1	88.5
Black or African American	0.8	0.9	1.6				
Hispanic or Latino	63.1	60.9	60.0				
Asian or Native Hawaiian/Other Pacific	29.7	31.7	29.2				
White	6.4	6.4	7.1				
Male	48.8	49.7	51.7				
Female	51.2	50.3	48.3				

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

SURR School (Yes/No)		If yes,					
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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**	
All Students	v	v	v				
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	62.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	40.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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

**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 CFN	District 15	School Number 131	School Name P.S.131
Principal Ruth N. Quiles		Assistant Principal Alina Alvarez	
Coach Jennifer Potter		Coach Maria Caso	
Teacher/Subject Area Lorraine Donlon - ESL		Guidance Counselor Haydee Rentas	
Teacher/Subject Area Corrine Cogliati		Parent Oumsaad Cheubuer	
Teacher/Subject Area Nancy Vido		Parent Coordinator Lisette Boccasino	
Related Service Provider Katayzna Wallin		Other Sherry Clarke	
Network Leader Margarita Nell		Other type here	

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	8	Number of Certified Bilingual Teachers	5	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	981	Total Number of ELLs	395	ELLs as Share of Total Student Population (%)	40.27%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
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. When students first arrive at our school they are admitted by the pupil accounting secretary, Ms Kanterman, who provides the Home Language Identification Survey (HLIS) in the parents' native language. A Spanish, Ms Boccasio, Chinese, Ms Lam and Russian, Ms Zelmonovich, translator is provided if necessary. Parents are provided the HLIS by utilizing an informal oral interview in the following languages: English, Spanish and Chinese. The HLIS is then given to our ESL teachers. The ESL teachers are: Ms. Donlon, Ms Zemonovich, Ms Wallin and Ms Avelluto. ESL teachers then within ten days implement an informal oral interview in English and the native language (where possible) as well as administer the LAB-R if the HLIS indicates a language other than English. The list of eligible ELLs is then provided to the testing coordinator, Ms. Biondolillo, who assures that they are given the NYSESLAT with the appropriate modifications that are entitled to them.

2. Once students are identified as ELLs parents are invited to a meeting. They are invited to the meeting within three days after kindertgarten ELLS are tested. Here they are informed about the process of identification and their rights to programs. Letters are sent via backpack followed by phone calls when they do not respond via tear off. During our parent meetings, our parents are given choice. These are informed choices. A description of Transitional Bilingual, Dual Language and Freestanding ESL is provided for students. The description includes the process along with a visit to our existing programs. Parents are presented with the LAP and the instructional models of all our programs. At the actual parent meetings there are translators and program selection forms are collected. Each ESL teacher maintains a list of the forms that are returned by the students they service.

3. Letters are sent via backpack followed by phone calls when they do not respond via tear off. The ESL teacher maintains the forms that are returned by the parents. After these outreach, if we do not have a response from a parent, students are placed in Transitional Bilingual Programs.

4. When students are new to our school we place them in bilingual or ESL classes depending upon parent choice at the time of registration. Once the LAB-R has been administered and graded we hold meetings and parents choose programs as indicated on the parent choice form. Students who were in bilingual programs will continue if parent has not voiced a concern. Students who are in ESL programs will continue in those programs unless parents voice concern. There are translators, named above, at these parent meetings.

5. Our school community has consistently opted for free standing ESL programs. Parents have voiced their concerns for their children learning English as quickly as possible. They have expressed that they are responsible for their own native language developments. Parents have voiced this concern due to the lack of superintendent programs (gifted) available for bilingual students. These middle school programs are currently available in English only. We have continued to increase the number of ESL teachers and/or self contained classes available for parental choice. We currently have 48 students in Transitional Bilinigual Programs and 347 students in Free Standing ESL Programs.

6. Our program models are aligned with parent requests. Parents want their children to be afforded the better middle schools and at this time test scores dictate these programs and the ELA is a huge determinant. In order to compete with other students they want their children to learn english as quickly as possible.

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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	2	0	0	0	0	0								2
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	2	2	2	0	0	1								7
Push-In	1	0	0	0	0	0								1
Total	5	2	2	0	0	1	0	0	0	0	0	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	395	Newcomers (ELLs receiving service 0-3 years)	290	Special Education	26
SIFE	16	ELLs receiving service 4-6 years	63	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	48	0	0	0	0	0	0	0	0	48
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	258	16	0	89	0	26	0	0	0	347
Total	306	16	0	89	0	26	0	0	0	395

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	24	0	0	0	0	0								24
Chinese	24	0	0	0	0	0								24
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0

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
Other														0
TOTAL	48	0	48											

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	0	0	0	0	0	0	0	0	0	0							0	0	
Chinese	0	0	0	0	0	0	0	0	0	0	0	0							0	0	
Russian	0	0	0	0	0	0	0	0	0	0	0	0							0	0	
Korean	0	0	0	0	0	0	0	0	0	0	0	0							0	0	
Haitian	0	0	0	0	0	0	0	0	0	0	0	0							0	0	
French	0	0	0	0	0	0	0	0	0	0	0	0							0	0	
Other																			0	0	
TOTAL	0																				

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	30	66	29	25	28	20								198
Chinese	7	18	10	11	6	9								61
Russian	2	0	2	4	0	5								13

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
Bengali	9	9	2	4	3	2								29
Urdu	6	4	1	2	0	2								15
Arabic	0	1	0	0	1	2								4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1	2	0	0	0	3								6
Albanian	2	2	1	0	0	0								5
Other	2	1	1	3	4	5								16
TOTAL	59	103	46	49	42	48	0	347						

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

1. a. P. S. 131 has Transitional Bilingual (TBE) classes in Spanish/English and Chinese/English. There are 77 students in our TBE program in Kindergarten there are 24 students in Spanish in and 24 students in Chinese; a total of 48 students. We have students in ESL self-contained classes. There are students in Grade 1 -- 4. Kindergarten 89, 45 students in grade 2 and 25 students in grade 5. There are the following numbers of ELLs in a push in/pull out program. 30 in grade K; 40 in grade 1; 9 in grade 2; 47 in grade 3; 57 in grade 4 and 36 in grade 5. We also have four ESL teachers who pull out and push in. The times they push in varies with the student needs and the classroom teachers.

b. All classes are heterogeneously grouped. The only thing they share are their ELL status. All ESL self-contained classes are grade specific. The ESL groups serviced by pull ESL teachers are ungraded and grouped by proficiency level.

2. there are enough personnel to service the needs of our ELLs.

* Transitional Bilingual Classes Grades K will follow a 70:30 model (70% English, 30% Spanish and 70% English, 30% Chinese).

* ESL Classes (self-contained/Pull Out/Push In) - 100% English

In the transitional bilingual classes Reading/Writing/Math Workshop will be conducted in English. This model supports the use of Native

Language and ELFE's as well as new comers. In order to support vocabulary and conceptual understanding, each workshop session or any content area lesson which is conducted in English, will follow the Preview/View/Review Model (Freeman & Freeman) which utilizes Natural Language and consist of the following:

- * A preview of the lesson in the native language. (5-10 Mins.)
- * A mini-lesson in English (10-15 Mins.)
- * Independent work. Conferencing takes place in the language which provides the most support for the individual student. (20-25 Mins.)
- * A "Share" in English (5 Mins.)
- * A review of the lesson in native language (5 Mins.)
- * Native Language Arts (NLA) will take place daily through the Read Aloud.

3. All of our ELLs are supported with the following:

Print rich (Bilingual classes)

- p Word Walls
- n Pictures
- n Portable
- n English Word Wall. Content area charts may be in the native language.
- p Libraries

- p Listening Centers
 - Smart Boards
 - Laptops
 - Desk Tops
 - LEAP Frog
 - Whisper Phones

- p Strategy Charts Related to Current Unit of Study
- n Reading
- n Writing
- n Math
- p Charts modeling correct language usage
- p Flow of the Day
- n Pictures

a. SIFE's-(depending on need) may be sent to a different grade to receive the subject area instruction they may be lacking For example, many of our SIFE's go to another grade for Word Work-Fundations.

b. Less than 3 years-The title 3 program provides support ;these students in an after school program. Saturday school helps prepare them for standardized exams. Assessments help prioritize areas of deficiency and they are addressed in Readers, Writers Workshop.

c. 4 to 6 years- They are immersed in English all day with the above mentioned supports.

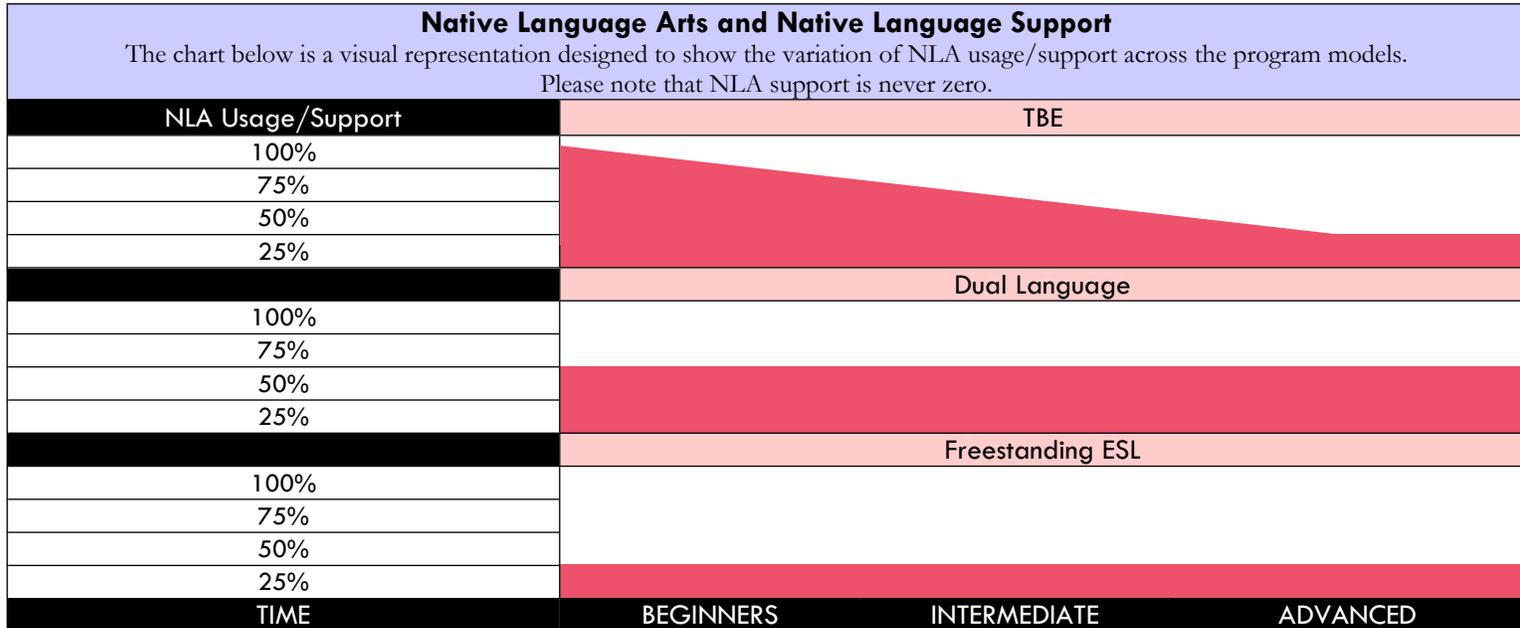
d. Long term ELLs-They are offered after school academic intervention services and Saturday test preparation programs. We also utilize the extended day five days a week. Their extended day prepares them for the NYSESLAT.

e. ELLs with special needs-Their service providers have all been trained with ESL methodology and their classrooms contain the same supports as the other classes. These students are also invited to all after school opportunities.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5. ELLs are a part of the targeted group for 37 1/2 minutes in the contract. We have a School Based Option which allows us to provide intervention 5 days a week, 30 minutes a day, in the middle of the day. ELLs receive intervention by ESL certified teachers and/or teachers who possess a masters in ESL. They engage in Readers Theater, script writing and other programs. The subjects include reading, math and science. All ELL subgroups, except kindergarten are targeted. They also attend academic intervention services two days a week. ELLs who are not doing well are invited, regardless of their proficiency level. Title 3 services students who are here 2 year or more. Saturday Scholars are open to all students in grades 3, 4 and 5 for reading, math, science and social studies test prep. It also serves grades 1-5 for NYSESLAT preparation during 4 weeks prior to the exam.
6. Continuing transitional support for ELLs include the above mentioned programs as well as thesaurus and dictionaries in their Native Language. Former ELL's are treated like regular ELL's for differentiation of instruction during classroom lessons. They are also identified for AIS services after school. The AIS services are two days a week. Tuesdays they receive instruction in Reading and Writing. On Thursdays they are supported in Mathematics. They are also supported during the 37 1/2 minutes of academic intervention.
7. This school year we would like to try to organize the 37 1/2 interventions to be grouped by proficiency level more than by grade level. This will target more of their needs in english proficiency.
8. There will be no programs discontinued for ELLs.
9. ELLs are afforded the same opportunities as any other student in our school. See #5 above for a description of the programs. ELL's are included in our school-based option of 37 1/2 minutes. They are given the opportunity to attend afterschool and Saturday Scholars programs.
10. Instructional materials to support ELLs are listed in #4 above.
11. Native language is supported in the content areas in Transitional Bilingual Programs. It is also supported by the Preview, Review model utilized in reading, writing and mathematics. In ESL native language is supported by the use of thesaurus and dictionaries in other languages.
12. Yes, all support services are aligned to ELLs age and grade levels.
13. Any newly enrolled ELL, if they enroll prior to September participate in parent orientation sessions in June where translators are provided. Students are also invited to attend. An overview of the roles and responsibilities is provided here. Parents and students tour the school and meet school personnel. School schedules, calendars and routines are provided at this time. Every September Curriculum Meetings are provided in every grade where parents learn of the curriculum and expectations for the school year.
14. This question is not applicable to our students.

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

N/A

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. Professional development for all personnel working with ELL's includes: Grade meetings, committee SSO meetings intern-visitations and teachers college workshops. The whole school will engage in reading Making Your Teaching Stick with English Language Learners by Amanda Hartman. When reference is made to all personnel this includes, Assistant Principal's, Common Branch Teachers, Clusters Teachers, Paraprofessionals, Guidance Counselors, Special Education Teachers, Psychologists and Occupational/Speech Therapists. Teacher's College staff developers will demonstrate how to plan and meet the needs of ELL's in the classroom.
2. Staff is trained in ESL methodology to support students and prepare them to be successful in Middle School. Parent meetings are held at the beginning of their exit year which describes various programs available for them; Prep for Prep, College Bound, Superintendent's etc. T Translations are provided. Group and individual are arranged to support families in the Middle Choice Application process.
3. The 7.5 hours of compliance with ESL methodologies is supported with professional development after school and observations of ESL certified teachers. Training is done by ESL teachers. At times, prep periods are provided for observations. Recordkeeping is maintain by an ESL teacher.

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. Parent involvement can best be described as parents attending a variety of workshops to assist their children at home. (test prep, read alouds, etc.) Parents also attend pta meetings and learn about activities being offered. Parents serve on the School Leadership Team as well. Ell parents receive workshops and materials specifically for them by an ESL teacher through Title 3. These workshops are held on Saturdays and given by an ESL teacher. The Guidance Counselor also does parenting workshops on Saturdays and our ELL parents are invited.
2. We have utilized SEA School Educational Association to provide literacy workshops to our ELL parents.
3. Parent needs are evaluated via conversations with members of the PTA, the Parent Coordinator, Guidance Counselor and SLT members. The parent surveys are utilized to plan for areas of concern that are delineated on the surveys.
4. Our parents are very concerned about the education of their children and the various workshops on academics that we provide enable them to do this. We also try to include a take-home book and/or materials that parents can use at home with their children. The workshops are extended to their homes.

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)	63	46	12	1	4	7								133
Intermediate(I)	0	47	24	15	8	10								104

Advanced (A)	56	14	5	26	27	26								154
Total	119	107	41	42	39	43	0	0	0	0	0	0	0	391

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	2	4	1	2	2							
	I	0	27	2	1	3	3							
	A	0	35	33	10	8	8							
	P	0	43	27	40	34	34							
READING/ WRITING	B	0	35	11	0	3	3							
	I	0	45	30	16	8	8							
	A	0	10	18	27	28	28							
	P	0	20	14	9	8	8							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	17	11	1	42
4	11	22	15	0	48
5	15	20	11	0	46
6					0
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	5	0	22	0	19	0	1	0	47
4	5	0	25	0	20	0	9	0	59
5	12	0	20	0	12	0	8	0	52
6									0
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	4	0	13	0	25	0	16	0	58
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	18	0	11	0	21	0	0	0	50
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0				

Chinese Reading Test	0	0	0	0				
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B. After reviewing and analyzing the assessment data, answer the following

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

Paste response to questions 1-6 here

- Assessments include reading profiles, classroom tests, and interim assessments. These assessments monitor for progress so that immediate interventions are provided. We use Rigby, Fountas and Pinnell as well as ECLAS-2. These instruments measure progress fluency and comprehension. We track each child, set goals and monitor monthly for progress. The running records also give us insight to fluency and an error analysis provides specific miscues students may be having. ELLs like all students have a variety of errors. What we have found is that if an ELL is fluent then it is comprehension where he/she may be lacking. If an ELL is having comprehension issues it is because it takes too long to decode and the meaning is lost. Teachers address the individual needs of ELLs during conferring which occurs during independent work time of the workshop mode. These tools allow us to pinpoint areas of deficiency.
- ELLs are yearly assessed with the NYSESLAT exam. This data is disaggregated to evaluate our instructional program. This desegregation is then shared with the entire staff for an understanding of the skills necessary to achieve English proficiency. When disaggregating data on the NYSESLAT, trends are evident. In the lower grades (K, 1 & 2) we see that the students score the least in Reading then Writing, then Listening and best in Speaking/Listening. In the upper grades the students score almost equally in Reading and Writing. These are still their lowest subtest.
- This data allowed us to utilize Readers Theater to continue to fortify Listening and Speaking for our ELLs in our lower grades. We will continue to utilize Rigby and Fountas and Pinnell that will allow us to monitor for progress on a monthly basis. These programs check for fluency and comprehension. This is what is needed for upper grades. Conferring during independent worktime will allow teachers to address individual needs.
- It is unfair to compare results on Transitional Bilingual Programs and ESL programs at this school because the TBP exist only in the lower grades. When I compare the existing TBP and ESL programs that service K and 1 students only there is a marked difference in the numbers of students attaining proficiency. In the Chinese TBP they have a high percentage of students who test out. When I look at the Spanish TBP the percentage of students who test out is comparable to the ESL program. I am unable to compare program to program here. The rest of the ELLs are in ESL programs so it would be comparing them to themselves. We do not administer any exams in Native Language.
 - We do not administer the ELL interim assessment. ELLs take the regular ELA Predictive Assessment. Teachers are utilizing the periodic assessment to assign skill specific activities where students are lacking.
 - We are utilizing the Periodic Assessments to plan individually for students. These results inform the areas that ELLs need assistance in and the teachers plan accordingly. ELLs have the most difficulty with inference questions, vocabulary and main idea. Strategy and small group instruction is provided in these skills. The native language is only used in transitional programs. Native language is supported in classrooms by the use of Thesaurus' and Dictionaries.
- We do not have dual language programs.
- We evaluate the success of our programs for ELLs with a variety of measures. The standardized test scores show us if they met proficiency. We also look at the standardized test scores on the ELA exam as well. Reading profiles depict growth in reading as well. On demand writing pieces from September through June are used. Student attendance and parent attendance at meetings are useful measures as well.

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

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		