



P.S. 130

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 130
ADDRESS: 200-01 42 AVENUE
TELEPHONE: 718-357-6606
FAX: 718-428-5927

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342500010130 **SCHOOL NAME:** P.S. 130

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

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

SCHOOL CONTACT PERSON: MICHELLE CONTRATTI **EMAIL ADDRESS:** MContra@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Frances Gunther

PRINCIPAL: MICHELLE CONTRATTI

UFT CHAPTER LEADER: Jo Ann Sorensen

PARENTS' ASSOCIATION PRESIDENT: Kelly Sinanis

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 25 **CHILDREN FIRST NETWORK (CFN):** # 207

NETWORK LEADER: PEGGY MILLER/Gary D. Goldenback

SUPERINTENDENT: DIANE KAY

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT 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
Michelle Contratti	Principal	Electronic Signature Approved.
Fran Gunther	UFT Member	Electronic Signature Approved.
Laurie Careddu	AIS teacher/UFT	Electronic Signature Approved.
Jacklyn Mehran-Bolkovic	UFT Member	Electronic Signature Approved.
Jo Ann Sorensen	UFT Chapter Leader	Electronic Signature Approved.
Meredith Edelmann	UFT Member	Electronic Signature Approved.
Katherine Loughran	Parent	Electronic Signature Approved.
Kim Montgomery	Parent	Electronic Signature Approved.
May Chin	Parent	Electronic Signature Approved.
Wendy Mak Lee	Parent	Electronic Signature Approved.
Kelly Sinanis	Parent	Electronic Signature Approved.
Michelle Capobianco	Parent	Electronic Signature Approved.

* 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. 130 opened in September 1987 as the first District 25 Early Childhood School for Science and Technology and now serves kindergarten through third grade. Students learn in a child-centered environment. Evidence of the students' work is displayed prominently throughout the school.

The mission and vision of P.S. 130 as an early childhood school promote a developmentally appropriate curriculum with a focus on balanced literacy, problem-solving in mathematics and science, hands-on technology, community and global exploration in social studies, and creativity in expressive arts. The staff promotes life-long learning skills by challenging students to be explorative and critical thinkers. The principal supports this mission by aligning resources, budget and professional development.

Partnerships with Outside Organizations:

Partnerships with outside organizations foster a rich learning environment.

- Teachers College Reading Writing Project - Project school with Columbia University Teachers College for over a decade. TC staff developers work with teachers to plan for rigorous literacy instruction. Teachers attend workshops at Columbia.
- Lincoln Center Institute Focus School. The program integrates music, drama, visual arts and dance.
- Flushing Council on Culture and the Arts - Chorus is provided for students once a week.
- Model Inclusion Program with PS 993.
- New York Hall of Science – using the lab site model of PD, teachers and staff developers enhance units of study.

Specialty Programs:

- Our school has 4 Integrated Co-Teaching classes which integrate students with special education needs and general education students.

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

- Our Science program provides students with an inquiry-based and hands-on program.
- Our Technology program provides students computer instruction with classes in the computer lab. Teachers and students use wireless laptops and SMART Boards.
- The Expressive Arts program encourages creativity and exploration.
- The Movement program encourages health and fitness.

Professional Development:

Ongoing, differentiated Professional Development for staff is driven by data, interest and its application to teaching and learning. Staff members are lifelong learners and attend courses,

meetings, conferences and workshops. They are updated on the latest professional instructional practices in their area of instruction, including literacy, leadership, assessments and data, Inquiry Team, and Special Education.

Parent/Family Involvement:

Family involvement is an essential and vital part of students' academic and social success. Parent volunteers are in classrooms to assist teachers, co-facilitate the library, and attend workshops. The P.T.A. contributes financially to students' education through fund-raisers. Parents participate in Family Reading Buddies Program, School Leadership Team, Safety Committee, and Building Response Team.

Acknowledgement and Honors for P.S. 130:

- P.S. 130 received Grade A on Progress Report 2009-2010.
- 97% and 100% of students in 2010 met or exceeded standards on the NYS ELA and Mathematics Assessments respectively.
- Honored as a mentor school for writing and as a Collaborative Community of Practice school (CCP) for 6th year.
- Rated as one of the best NYC elementary schools in the book *New York City's Best Public Elementary Schools: A Parents' Guide* by Clara Hemphill and Pamela Wheaton.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." 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:	P.S. 130								
District:	26	DBN #:	25Q130	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input 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 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	0	0	0		TBD	TBD	TBD		
Kindergarten	71	89	115						
Grade 1	88	65	68	Student Stability - % of Enrollment:					
Grade 2	95	72	63	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	76	82	61		98.4	96.72	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		26.7	24.2	41.2		
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		0	1	TBD		
Grade 12	0	0	0						
Ungraded	1	0	0	Recent Immigrants - Total Number:					
Total	331	308	307	(As of October 31)	2007-08	2008-09	2009-10		
					1	1	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	0	0	Principal Suspensions	3	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	20	22	26	Superintendent Suspensions	0	0	TBD		
Number all others	16	13	12						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	53	41	54	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	3	0	10	Number of Teachers	23	24	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	5	4	TBD
				Number of Educational Paraprofessionals	1	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	95.8	TBD
				% more than 2 years teaching in this school	60.9	54.2	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	47.8	50	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	96	100	TBD
American Indian or Alaska Native	0	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Black or African American	1.5	0.6	1.6				
Hispanic or Latino	9.7	10.7	11.4				
Asian or Native Hawaiian/Other Pacific Isl.	68.9	68.2	68.1				
White	19.9	18.5	17.6				
Multi-racial							
Male	51.7	49.4	52.8				
Female	48.3	50.6	47.2				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School:		If yes, area(s) of SURR identification:					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:				Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√					
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-					
Hispanic or Latino	-	-					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	-	-					
Multiracial							
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	3	3					

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09	Quality Review Results - 2008-09
Overall Letter Grade	Overall Evaluation: √
Overall Score	Quality Statement Scores:
Category Scores:	Quality Statement 1: Gather Data √
School Environment (Comprises 15% of the Overall Score)	Quality Statement 2: Plan and Set Goals √
School Performance (Comprises 25% of the Overall Score)	Quality Statement 3: Align Instructional Strategy to Goals √
Student Progress (Comprises 60% of the Overall Score)	Quality Statement 4: Align Capacity Building to Goals W
Additional Credit	Quality Statement 5: Monitor and Revise √

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

MAJOR FINDINGS:

SCHOOL'S ACCOMPLISHMENTS AND STRENGTHS:

- IN 2010, 47% OF STUDENTS SCORED ON LEVEL 4 ON THE NYS ENGLISH LANGUAGE ARTS (ELA) ASSESSMENTS AND 50% SCORED ON LEVEL 3. OVER THE PAST FIVE YEARS, PERCENTAGES OF STUDENTS SCORING PROFICIENCY LEVEL 4 ON NYS ELA HAS INCREASED AND THE PERCENTAGES OF STUDENTS SCORING ON PROFICIENCY LEVEL 3 HAS DECREASED. IN 2010, THE PERCENTAGE OF STUDENTS SCORING ON PROFICIENCY LEVEL 2 DECREASED WITH NO STUDENTS IN LEVEL 1. SEE THE ATTACHED SPREADSHEET UPLOADED TO THE SCHOOL'S DOCUMENTS AS EVIDENCE OF THE DATA.
- IN 2010, 77% OF STUDENTS SCORED ON LEVEL 4 ON THE NYS MATHEMATICS ASSESSMENTS. OVER THE PAST FIVE YEARS, ON THE AVERAGE, 74% OF STUDENTS HAVE SCORED ON PROFICIENCY LEVEL 4. FROM 2006 TO 2010, NO STUDENTS SCORED AT LEVEL 1 AND ONLY 1% IN 2007, SCORED AT LEVEL 2. SEE THE ATTACHED SPREADSHEET UPLOADED TO THE IN SCHOOL'S DOCUMENTS AS EVIDENCE OF THE DATA.
- IN 2010, P.S. 130 RECEIVED ON THE NYCDOE PROGRESS REPORT A GRADE A. STUDENT PERFORMANCE RECEIVED A SCORE OF 23.6 OUT OF 25; STUDENT'S PROGRESS RECEIVED A SCORE OF 21.8 OUT OF 30. BOTH CATEGORIES RECEIVED GRADE A.
- DIFFERENTIATING INSTRUCTION BASED UPON DATA HAS BEEN AN ONGOING PROCESS. PEDAGOGUES ASSESS THEIR STUDENTS IN SEPTEMBER AND REFER TO JUNE 2010 STUDENT RESULTS. EACH CLASS AND GRADE LEVEL ASSESSES, COLLECTS, AND ANALYZES DATA IN CORE CURRICULA AREAS TO DRIVE INSTRUCTION AND PROVIDE FOR DIFFERENTIATION. STUDY GROUPS REFINE BASELINE ASSESSMENTS THAT ARE SHARED GRADE-WIDE. AFTER ANALYZING THE BASELINE DATA, TEACHERS PLAN FOR SMALL GROUP AND INDIVIDUAL INSTRUCTION BASED UPON STUDENTS' NEEDS. CURRICULUM CALENDARS ARE REVISED TO REFLECT THE INSTRUCTIONAL NEEDS OF EACH CLASS AND GRADE. DATA SPECIALIST, IN COLLABORATION WITH THE CLASSROOM TEACHERS AND THE CORE INQUIRY TEAM, INPUT THE STUDENTS' DATA INTO SPREADSHEETS FOR CHARTING, ANALYSIS AND SHARING WITH THE WHOLE STAFF. LITERACY DATA IS ENTERED ONLINE INTO TC ASSESSMENT PRO. THIRD GRADE TEACHERS UTILIZE THE PERIODIC ASSESSMENTS THROUGH ACUITY FOR ANALYSIS OF STUDENT PROGRESS AND NEEDS.

MARCH 2011

- INDIVIDUAL AND GROUP GOALS IN READING, WRITING, MATHEMATICS, SCIENCE AND SOCIAL STUDIES ARE CREATED BASED UPON THE COLLECTED DATA.

- THE INQUIRY PROCESS AND THE ANALYSIS OF DATA ENABLE US TO IDENTIFY COHORTS OF STUDENTS IN ALL GRADES TO SUPPORT THEIR ACADEMIC NEEDS. ACTION PLANS, IMPLEMENTED BY INQUIRY TEAM MEMBERS AND CLASSROOM TEACHERS, PINPOINT SPECIFIC LEARNING TARGETS.

CHALLENGES:

- LIMITED FUNDING, CAUSED BY BUDGET CUTS, CONTINUES TO BE A CHALLENGE. LAST YEAR WE WERE FACED WITH A BUDGET REDUCTION AND THIS YEAR WE RECEIVED AN ADDITIONAL REDUCTION. DECISIONS ABOUT PERSONNEL RESOURCES, MATERIAL RESOURCES AND DISCRETIONARY PROGRAMS REQUIRE GREAT REFLECTION, PLANNING AND COLLABORATIVE THINKING TO MAINTAIN OUR HIGH STANDARDS FOR OUR LEARNING ENVIRONMENT AND ACHIEVEMENTS. IN ADDITION, THIS YEAR'S REGISTER LOSS COMPOUNDS OUR FINANCIAL CHALLENGES.

- THIS YEAR, AS DETERMINED BY THE LAB-R AND NYSESLAT, 49 STUDENTS ARE MANDATED TO RECEIVE ESL SERVICES. LAST YEAR, 56 STUDENTS WERE MANDATED FOR ENGLISH LANGUAGE SERVICES. LAST YEAR, ON THE NYSESLAT 2010, FOUR OUT OF SIX OF OUR THIRD GRADE ELL STUDENTS DID NOT TEST OUT OF ESL. OUT OF THESE SAME SIX STUDENTS, FIVE OF THEM RECEIVED A PROFICIENCY LEVEL ON THE NYS ENGLISH LANGUAGE ARTS TESTS IN 2010.

- LAST YEAR, P.S. 130 WAS IDENTIFIED AS A TITLE I SCHOOL DUE TO THE ARRA AND CHANGE IN THE STUDENT POPULATION. CURRENT STUDENT POPULATION REFLECTS AN INCREASE IN STUDENTS IDENTIFIED AS NEEDING FREE AND REDUCED LUNCH. THIS IS OUR SECOND YEAR AS A TITLE I SCHOOL. OUR SCHOOL-WIDE PROGRAM CREATES NEW CHALLENGES IN MEETING THE INSTRUCTIONAL NEEDS OF OUR STUDENTS AND SETTING UP PROCEDURES AND PROTOCOLS.

- DUE TO THE EVERY CHANGING NEEDS OF THE CURRENT SCHOOL POPULATION, AND THE CHANGING ECONOMY OF THE COMMUNITY, ADDITIONAL FUNDING IS NEEDED TO INCREASE THE TIME THAT OUR GUIDANCE COUNSELOR, SOCIAL WORKER AND PSYCHOLOGISTS ARE AVAILABLE TO THE SCHOOL. THIS WILL PROVIDE MORE FAMILY AND STUDENT SUPPORT. IN ADDITION, THIS IS THE FIRST YEAR THAT WE HAVE FOUR INTEGRATED CO-TEACHING CLASSES (ICT), ONE ON EACH GRADE. MORE TRAINING AND CONVERSATIONS ARE NEEDED TO SUPPORT THE INSTRUCTIONAL NEEDS OF THE FULL-TIME SPECIAL EDUCATION STUDENT, AND ALL PEDAGOGUES THAT SERVICE THE STUDENTS, INCLUDING THE PRINCIPAL, CLASSROOM TEACHERS, IEP TEACHER, STAFF DEVELOP/MENTOR, CLUSTER TEACHERS, GUIDANCE COUNSELOR, AND THE SBST.

- WITH THE NEW YORK STATE ADOPTION OF THE COMMON CORE STANDARDS, THE SCHOOL COMMUNITY WILL NEED TO BE INFORMED OF THE CHANGES IN CURRICULUM. STAFF WILL NEED TRAINING IN THE NEW STANDARDS ON HOW TO IMPLEMENT THEM INTO THEIR INSTRUCTIONAL PRACTICES.

- ACCORDING TO THE DATA FROM JUNE 2010 REPORT CARDS, 96% OF STUDENTS MEET OR EXCEEDED STANDARDS IN SCIENCE. HOWEVER, 63% OF THE STUDENTS WERE ON PROFICIENCY LEVEL 3 AND 33% OF THE STUDENTS WERE ON PROFICIENCY LEVEL 4. IT IS A CHALLENGE THIS YEAR TO RAISE THE PERCENTAGE OF STUDENTS WHO ARE ON LEVEL 4.

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.

Annual Goal	Short Description
<input type="checkbox"/> 1. By June 2011, 80% of K-3 students in the full-time education program within the Integrated Co-Teaching classes, will demonstrate at least a one year's growth in reading as evidenced in the Individual Reading Levels and on student report cards.	<input type="checkbox"/> Students will demonstrate acquisition of reading skills as evidenced by their Independent Reading Levels.
<input type="checkbox"/> 2. By June 2011, 90% of students who have been identified as part of an Inquiry Team cohort will demonstrate adequate yearly progress, at least a year's growth, in their targeted area of need.	<input type="checkbox"/> Students will demonstrate increased academic performance by mastery of short and long-term goals as evidenced on interim and end-year assessments.
<input type="checkbox"/> 3. By June 2011, 36% of students, K-3, will exceed grade level standards (Proficiency Level 4) in science as evidenced on interim unit assessments and June student report cards, indicating a 3% increase from last June 2010.	<input type="checkbox"/> Students will demonstrate understanding of scientific concepts, inquiry skills and acquire academic vocabulary in the area of science.
<input type="checkbox"/> 4. By June 2011, 10% of the English Language Learners (ELL's) <input type="checkbox"/> will increase their scale scores on the Listening Section of NYSESLAT 2011	<input type="checkbox"/> English Language Learners will be provided intense instruction in listening skills to support the acquisition of listening comprehension as evidenced by the NYSESLAT 2011 Listening Section. <input type="checkbox"/>

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) :

Integrated Co-Teaching

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 1. By June 2011, 80% of K-3 students in the full-time education program within the Integrated Co-Teaching classes, will demonstrate at least a one year’s growth in reading as evidenced in the Individual Reading Levels and on student report cards.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Across the Academic School Year Reading Curriculum, Planning, and Instruction will be targeted for all students with IEP’s in ICT classes across grades K-3. General and Special Education teachers of ICT classes along with the IEP teacher will be responsible for implementing the plan. Implementation timelines will be targeted to correlate with the academic semester across the school year. Acquisition of goal will be evidenced through the TC Independent Reading Levels (IRL). Reading Workshop to be administered 5 times a week (45 minutes each period) in all grades. In addition to the Reading Workshop components, independent reading time, read alouds, and shared reading contribute to academic instruction in reading in order to reach targeted goal. Professional Development for ICT teachers through TC staff developers and other research based reading programs to help students achieve targeted goal. Enter data into TC Assessment Pro and review and utilize data for instructional purposes</p> <p>September 2010- November 2010</p>

Baseline assessments in reading administered across grade levels through the use of Teachers College Running Records.
Classroom teachers read and review current IEP's together to find the best way to teach to individual needs based on current functioning in academics, socialization, and health/physical abilities.
General and Special Education Teachers review running records and IRL and collaborate to find common goals for individual students.
Teachers collaborate to group student for guided reading and strategy lessons in order to differentiate for all students.
Individual teacher/class/grade meetings to review data and discuss conference notes, classroom goals and individual goals.
Common planning on grade level to collaborate on future lessons of study and to plan out differentiated instruction for students with IEP's.
Collaboration with CFN leader in Special Education Instructional Practices in order to meet the reading needs of students with IEP's in ICT classes.
Weekly meetings with co-teachers to plan out differentiated lessons in all componets of balanced literacy.
Implementation of research-based reading programs during the extended time to target specific reading goals (ex. Foundations).
Students assessed in Foundations to target decoding abilities.
Monthly PPT meetings with SBST to discuss students with IEP's and any difficulties that the student may be having in the ICT setting that prevents a child from meeting reading goals.

December 2010 – March 2011

Review current IEP's monthly and conduct annual IEP meetings when mandated to reflect the reading needs of each individual student.
IRL assessed by classroom teachers to determine progress toward goal in reading.
General and Special Education Teachers reviews IRL and collaborate to find common goals for individual students.
Teachers collaborate to group student for guided reading and strategy lessons in order to differentiate for all students.
Individual teacher/class/grade meetings to review data and discuss conference notes, classroom goals and individual goals.
Common Planning with grade level to collaborate on future lessons of study and to plan out differentiated instruction for students with IEP's.
Collaboration with CFN leader in Special Education Instructional Practices in order to meet the reading needs of students with IEP's in ICT classrooms.
Weekly meetings with co-teachers to plan out differentiated lessons in all componets of

	<p>balanced literacy. Data collection and analysis of research-based reading programs used during the extended time to target specific reading goals. Monthly PPT meetings with SBST to discuss students with IEP's and any difficulties that the student may be having in the ICT setting that prevents a child from meeting reading goals.</p> <p><u>March 2011 – June 2011</u></p> <ul style="list-style-type: none"> • Review current IEP's monthly and conduct annual IEP meetings when mandated to reflect the reading needs of each individual student. • IRL assessed by classroom teachers to determine progress towards goals in reading. • General and Special Education Teachers reviews IRL and collaborate to find common goals for individual students. • Teachers collaborate to group student for guided reading and strategy lessons in order to differentiate for all students. • Individual teacher/class/grade meetings to review data and discuss conference notes, classroom goals and individual goals. • Common Planning with grade level to collaborate on future lessons of study and to plan out differentiated instruction for students with IEP's. • Collaboration with CFN leader in Special Education Instructional Practices in order to meet the reading needs of students with IEP's in ICT classrooms. • Weekly meetings with co-teachers to plan out differentiated lessons in all componets of balanced literacy. • Implementation of research-based reading programs during the extended time to target specific reading goals. • Monthly PPT meetings with SBST to discuss students with IEP's and any difficulties that the student may be having in the ICT setting that prevents a student from meeting reading goals.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Tax levy and reimbursable funding Create schedules that allow teachers to select professional development in techniques for teaching reading to students with special educational needs based upon analysis of student data. Vertical Inquiry Team to discuss targeted reading goals of children with IEP's in the ICT classes. Continue to have special education professional development sessions, with the CFN Special</p>

	<p>Education Leader, through grade K-3 level focusing on reading curriculum, teaching and learning. Funding for IEP Teacher, 4 Special Education Teachers, and 4 General Education Teachers. □</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□</p> <ul style="list-style-type: none"> Formal and informal student observations Formal and informal teacher observations Student portfolios/work samples Short term goal checklists IEP goals and objectives TC Independent Reading Levels/ Foundations Assessments Projected gains in which 90% of special education students, K-3, in the Integrated Co-Teaching classes will demonstrate at least a one year's growth in reading as evidenced in the Individual Reading Levels and on student report cards.

Subject Area
 (where relevant) :

Inquiry Team in Core Curriculum

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>□</p> <p>2. By June 2011, 90% of students who have been identified as part of an Inquiry Team cohort will demonstrate adequate yearly progress, <u>at least</u> a year's growth, in their targeted area of need.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>□</p> <p>Yearlong Process: The original Core Inquiry Team, now IT facilitators, consisting of the staff developer, IEP teacher, data specialist and principal will continue for the purpose of supporting all school-wide Inquiry Teams by facilitating the Inquiry Team process as needed. Inquiry team leaders will assist and mentor the inquiry teams as they work with</p>

	<p>their own target populations</p> <p>Inquiry Teams will work with selected students for each cohort</p> <p>All inquiry teams will meet at least twice a month, and on an as-needed basis, to analyze data, discuss trends, form hypotheses and create and modify inquiry plans of actions for targeted student cohort</p> <p>Inquiry Team members will share the action plans and progress with the larger school learning community at grade and faculty meetings and via meeting minutes on an ongoing basis through the year – this must be an enforced common practice next year</p> <p>The data specialist will meet with teams to provide professional development in the use of ARIS Connect, the Periodic Assessments as a tool for informing instruction and in data analysis and utilization and review school spreadsheets</p> <p>Classroom teachers will create alternative-to-observation objectives and action plans based on IT goals for students</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Projected gains in which all students who have been identified as part of an Inquiry Team cohort will demonstrate adequate yearly progress, <u>at least</u> a year's growth in their targeted area of need</p> <p>Documentation of the implementation of the action plans - samples of in-house assessments, lesson plans defining strategies that were taught, running records, samples of student work, spreadsheets that show data over time, charts and graphs that demonstrate benchmarks and monitor progress, and minutes from IT meetings</p> <p>Individual student folders containing all work samples and assessments Target population data that tracks and monitors student progress at least 4 times per year Agendas, logs, attendance sheets from meetings and workshops</p>

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**Subject Area
(where relevant) :**

Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 3. By June 2011, 36% of students, K-3, will exceed grade level standards (Proficiency Level 4) in science as evidenced on interim unit assessments and June student report cards, indicating a 3% increase from last June 2010.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Across the Academic School Year</p> <ul style="list-style-type: none"> • Science cluster instruction: <ul style="list-style-type: none"> o 2 periods (90 minutes) per week for kindergarten o 2 periods (90 minutes) per week for 1st grade o 2 periods (90 minutes) per week for 2nd grade o 2 period (90 minutes) per week for 3rd grade • Science classroom instruction: <ul style="list-style-type: none"> o 1 period (45 minutes) per week for kindergarten o 1 period (45 minutes) per week for 1st grade o 1 period (45 minutes) per week for 2nd grade o 2 periods (90 minutes)) per week for 3rd grade o Plan for science with ongoing units of study <ul style="list-style-type: none"> · Full-time science cluster teacher and all pedagogues review science curriculum calendar established in the spring 2010. · Students are assessed through data and placed in small groups to differentiate instruction. · Technology program aligned to units of study in science curriculum · Integration of technology into science program

- Recycling Committee to meet monthly
- Teachers will receive ongoing professional development
- Teachers will use data to differentiate instruction to all children
- All teachers will receive professional support on using instructional strategies to improve student outcomes
- Ongoing grade and faculty meetings and study groups will provide opportunities to share successes and challenges
- Parent/Guardian workshops to apprise parents of current units of study by grade. Presented by science cluster teacher
- Science Assemblies presented to students and parents on science topics
- Partnership with Hall of Science

September

- Assess all students (K - 3) utilizing a baseline assessment

September - November 2010- Unit 1

- Pre and post assessments administered for units of study
- Individual teacher/class/grade meetings to review data and discuss interim student and group goals
- Common planning utilized to collaborate on future units of study
- Bulletin boards displayed which reflect current units of study
- Student recycling team collects discarded papers for recycling
- Ongoing morning discussions at breakfast with students regarding current science topics
- Science lab and classroom science word walls
- Technology program alignment to science curriculum
- Parent workshops to apprise parents of current units of study by grade. Presented by science cluster teacher.

December 2010 – February 2011 – Unit 2

- Pre and post assessments administered for units of study
- Individual teacher/class/grade meetings to review data and discuss interim student and group goals
- Common planning utilized to collaborate on future units of study
- Bulletin boards displayed which reflect current units of study
- Ongoing morning discussions at breakfast with students regarding current science topics
- Science lab and classroom science word walls
- Student recycling team collects discarded papers for recycling
- Technology program alignment to science curriculum
- Parent workshops to apprise parents of current units of study by grade. Presented by

science cluster teacher.

- ESL Title III After-school and Family Evening Series aligned to science topics

March 2011 – Mid-May 2011- Unit 3

- Pre and post assessments administered for units of study.
- Individual teacher/class/grade meetings to review data and discuss interim student and group goals
- Common planning utilized to collaborate on future units of study
- Bulletin boards displayed which reflect current units of study
- Ongoing morning discussions at breakfast with students regarding current science topics
- Science lab and classroom science word walls
- Student recycling team collects discarded papers for recycling
- Technology program alignment
- Parent workshops to apprise parents of current units of study by grade. Presented by science cluster teacher.
- Environmental studies school-wide related to Earth Day, and planting trees and flowers
- ESL Title III After-school and Family Evening Series aligned to science topics

- Pre and post assessments administered for units of study.
- Individual teacher/class/grade meetings to review data and discuss interim student and group goals
- Common planning utilized to collaborate on future units of study
- Bulletin boards displayed which reflect current units of study
- Ongoing morning discussions at breakfast with students regarding current science topics
- Science lab and classroom science word walls
- Student recycling team collects discarded papers for recycling
- Technology program alignment with science curriculum
- Parent workshops to apprise parents of current units of study by grade. Presented by science cluster teacher.
- Student recycling team collects discarded papers for recycling
- Environmental studies school-wide related to Earth Day, and planting trees and flowers
- ESL Title III After-school and Family Evening Series aligned to science topics

differentiate instruction to all children

- Analysis of EPAL-2 (2011) listening section of 2nd grade students
- All teachers will receive professional support on using instructional strategies to improve student outcomes
- Ongoing grade and faculty meetings and informal study groups will provide opportunities to share successes and challenges
- Plan instructional support for transitional ELLs
- ESL Teacher collaborates with classroom and cluster teachers, IEP teacher, staff developer and AIS providers
- Principal turnkeys learning and instructional ideas from ESL study group for administrators
- CFN #207 Giuvela Leisengang will work with ESL to model methodology and design lessons; the ESL teacher will model for classroom teachers
- Design lab site and professional development sessions with Teachers College staff developer on strategies to increase listening comprehension
- Expand on listening centers in the classroom and ESL classroom.
- Use computers - websites and software - to support listening skills
- Continue with the ELL Inquiry work and study group; Group will review books and materials that will support instruction
- Cluster ELLs in grades 1 and 2 to allow for a schedule of push-in periods by ESL teacher

September - November 2010

- Analyze and group ELL students based upon LAB-R from fall 2010 and NYSESLAT results from previous spring
- Establish short term and long term goals
- Assess students' proficiency reading levels through TC Comprehensive Literacy assessments
- Assess kindergarten students' letter and sound identification, letter ID and concepts of print through TC Comprehensive Literacy assessments
- Individual teacher/class/grade meetings to review data and discuss interim student and group goals
- Grade level common planning utilized to collaborate on units of study
- Classroom and ESL bulletin boards displayed which reflect current units of study and student work
- Classroom and ESL word walls
- Review student report cards 3 times a year
- Share with pedagogues results of ELL data; Level 1 and 2 Academic Intervention

Services implemented and reviewed

- Review data from 3rd grade ELL Periodic Assessment and analyze data
- Group ELL and transitional ELL students in Inquiry Team Cohorts as applicable; Follow students already in IT cohorts
- Use of technology to support hands-on and visual learning

December 2010 – March 2011

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

March 2011 – June 2011

- Establish short term and long term goals
- Assess students' proficiency reading levels through TC Comprehensive Literacy assessments
- As needed, assess kindergarten students' letter and sound identification, letter ID and concepts of print through TC Comprehensive Literacy assessments
- Individual teacher/class/grade meetings to review data and discuss interim student and group goals
- Grade level common planning utilized to collaborate on units of study
- Classroom and ESL bulletin boards displayed which reflect current units of study and student work
- Classroom and ESL word walls
- Review student report cards
- Review data from 3rd grade ELL Periodic Assessment and analyze data

	<ul style="list-style-type: none"> · Level 1 and 2 Academic Intervention Services implemented and reviewed · Share with pedagogues results of ELL data · Review student report cards and analyze data · Use of technology to support hands-on and visual learning · Group ELL and transitional ELL students in Inquiry Team Cohorts as applicable; Follow students already in IT cohorts · Analysis of 2011 NYSESLAT and NYS English Language Arts Test 2011 <p><input type="checkbox"/> <input type="checkbox"/></p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Purchase books in students' home languages with NYSTL library funds Create schedules that allow teachers to self-select professional development focus groups based upon teacher's needs and analysis of data to meet students' needs Continue to have ESL professional development sessions by individuals or grade level focusing on curriculum, teaching and learning</p> <p>NYSTL funding for ESL books for students and software Tax Levy funds allocated for full-time ESL teacher Title I funding (ARRA)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> • LAB-R and NYSESLAT results serve as the baseline assessments</p> <ul style="list-style-type: none"> • Teacher College running records and TC Comprehensive Literacy Assessments • Third Grade ELL Periodic Assessments are used to compare academic advances from September to March • Agenda and attendance from professional development sessions and meetings • By June 2011, 10 % of English Language Learners (ELL's) will increase their scale scores on the Listening Section of NYSESLAT 2011.

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	5	4	N/A	N/A	13			11
1	15	3	N/A	N/A	9			2
2	10	8	N/A	N/A	9			1
3	4	4	N/A	N/A	7	1		6
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> Balanced literacy, the core instructional program, allows for opportunities to differentiate instruction and support student’s individual needs. Students, identified by the Teachers College Comprehensive Literacy Assessment System as needing additional support in literacy, receive instruction and coaching from the AIS providers, the Inquiry Team, and classroom teachers. Small group instruction includes, but is not limited to, teacher-designed guided reading, strategy group lessons, and word work lessons. In addition, one-to-one instruction is provided for identified students as needed. Tier I interventions are used in the classroom and during the push-in model. For Tier II, the AIS providers use the push-in and pull-out model (kindergarten - 3rd grades) and work with identified students. Foundations, when appropriate, is used with select students in grades 1K– 2. An ELA after-school support program, one day a week, and an Extended Time program consisting of 50-minute sessions, 3 times a week, provides additional support beyond the school day. English Language Learners in all grades will receive additional support one day a week after the school day from February to June and on select Saturdays across the year.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> Students identified as needing additional support in mathematics get help from the AIS providers, Inquiry Teams, and classroom teachers. Students are identified through analysis of unit and benchmark assessments, teacher observation, and student work. Tier I interventions are used in the classroom. For Tier II, the AIS providers and the Inquiry Teams use the push-in and pull-out model with small groups of identified students. This includes students in all grades.</p> <p>An Extended Time program consisting of 50-minute sessions, 3 times a week, provides additional support beyond the school day, targeting students’ needs in mathematics. A mathematics after-school support program, one day a week, targets 3rd grade Academic Intervention Services (AIS) students. Math Steps is used as an intervention with select students in grades K-3.</p>
<p>Science:</p>	<p><input type="checkbox"/> N/A</p>

Social Studies:	<input type="checkbox"/> N/A
At-risk Services Provided by the Guidance Counselor:	Small group and 1:1 counseling during the school day.
At-risk Services Provided by the School Psychologist:	The school psychologist, one day a week, gathers information on identified students from staff and teachers, observations in classrooms, clinical interviews with parents, and social histories from parents. Standardized intelligence scales, PT, OT, language and speech assessments are administered as needed. Reports are shared with parents and appropriate staff.
At-risk Services Provided by the Social Worker:	The social worker, one day a week, pushes into classrooms to facilitate a positive reinforcement plan for targeted students, as needed.
At-risk Health-related Services:	<input type="checkbox"/> The full-time nurse facilitates a lunchtime asthma awareness program with identified students. H1N1 awareness/ways to stay healthy is another topic of focus for 2010-2011. Medications are administered for allergies and asthma, as needed, when prescribed by their physician.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative 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.

Section I. Student and School Information.

Grade Level(s)

Kindergarten through Grade 3

Number of Students to be Served:

LEP 49

Non-LEP 267

Number of Teachers 1

Other Staff (Specify) AIS providers, Classroom and Cluster Teachers

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

□

There is currently one full-time ESL teacher who holds Permanent NYS Certification in TESOL and works with students in grades kindergarten through third. The English as a Second Language (ESL) program follows a combination of a push-in co-teaching model as well as a pull-out model for a total of 10 classes and/or groups, and where the language of instruction is in English only. The Beginning and Intermediate ELL students are seen by the ESL teacher for a total of 360 minutes per week, and the Advanced ELL students are seen for a total of 180 minutes per week. The pull-out model is intended to provide further development of language acquisition skills to small groups of English language learners. In the push-in model, the ESL teacher works cooperatively with classroom teachers to help support the Balanced Literacy Approach and scaffolds instruction using sheltered English. In order to ensure that ELL students will meet the standards, the ESL teacher uses several instructional strategies including: facilitating comprehension by pre-teaching key vocabulary and concepts, building basic to more sophisticated vocabulary, developing phonemic awareness in context, modeling and demonstrating, bringing realia into lessons, providing opportunities for meaningful repetition and creating an enabling environment.

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

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

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

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

The After School Title III program addresses the needs of ELL students through small group instruction. An ESL certified teacher along with support from other teachers certified in both Common Branches and Special Education coordinate the program. Some of our ELL students are also classified as Special Education students with either IEPs or placed in Integrated Co-Teaching classrooms. The program is open to all mandated ELL students, K-3. The program consists of 5 experience-based, workshop-style mini-courses. The student-teacher ratio is approximately 10 to 1. Groups are formed based upon grade level as well as English Language Proficiency Level. Students rotate groups after seven sessions. Each session lasts for 110 minutes. The Beginner and Intermediate groups from kindergarten and first grade come together for 40 minutes

each session to work with the ESL teacher. The Advanced group from kindergarten and first grade works with the ESL teacher for 40 minutes. The second and third grade groups come together to work with the ESL teacher for 30 minutes.

The goal of the program is to foster language acquisition and all lessons follow the Language Experience Approach. Each group has a specific focus. Dramatics, arts and crafts, cooking, expressive arts, technology and movement are the mini-course options. At the start of each session relevant vocabulary related to the theme is presented, along with student-teacher and student-student discussion. The children then participate in an activity (i.e. cooking, dramatic play, arts and crafts project, etc.) followed by the creation of a language experience chart summarizing the experience.

The Saturday Title III Family Program is held on four Saturdays. All families of ELL students are invited to participate in each Saturday session. Families are invited with enough notice to plan to attend. Topics are extended from the After School science or social studies topics. Additional materials are used to give well-rounded instruction on a specific topic, including materials for parents. The ESL licensed Teacher provides ESL instruction. The other teachers certified in Common Branches provide instruction in the content areas. The literacy component includes shared reading, read alouds including eBooks, interactive writing, singing and poetry usage. *Kidspiration* software is used to create interactive graphic organizers to enrich vocabulary. Art projects reflect the selected topic and include the use of various art supplies. The art projects include a writing component. The Internet is used to find graphics related to the topic. Other interactive activities support vocabulary acquisition. Food recipes are made by students to model how to follow step-by-step directions through the use of pictures and vocabulary to support language acquisition. The recipe that is created is shared as a culminating activity.

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

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

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

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

The staff developer/mentor and cluster teachers conduct core curriculum meetings once a month to discuss curriculum and state standards. All parents of ELL students are invited to attend the meetings.

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

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

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

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

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

Differentiated instruction based on individual reading and writing needs

Targeted, small group and individual instruction by AIS providers, classroom teachers, SETSS teacher **and ESL teacher**

Fundations in kindergarten for targeted students

Test-prep after school program for 3rd grade students

Great Leaps program for fluency skills

Double periods of ESL provided for ELLs at the beginner and intermediate levels

Peer tutoring as well as strategic partnerships during Reading, Writing and Math Workshops

Data specialist shares data that directs instructional needs of ELLs

Professional Development Program

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



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

Professional Development activities include:

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

Following is a tentative list of staff development dates for the 2010-2011 school year:

10/21/10 – Helping Classroom Teachers Meet the Needs of the English Language Learner (Faculty Conference Staff Development)

- 11/2/10 – ESL Teacher Presents Levels of Language Acquisition to Staff (Chancellor’s Conference Day)

11/8/10-12/14/10 – Supporting ELLS in the Classroom (Grade Meetings – Giuvella Leisengang, ESL Network Specialist)

- 12/8/10 Conferring and Small Group Instruction

- 12/14/10 ESL Teacher and Balanced Literacy

- 1/11/11 Digging deeper into Interpretation and Comprehensive Reading

- 2/1/11 There’s a Power Source in Your ELL’s that Can Light Up Their Literacy Learning

Spring 2011 – ELL Periodic Assessment Workshop

Section III. Title III Budget

School: **25q130**

BEDS Code: **342500010130**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	12465.52	<input type="checkbox"/> P.S. 130 offers an Afterschool Title III Program and a Saturday Title III Family Program for English Language Learners in grades kindergarten through third. The purpose of the program is to help students develop skills and strategies to help them understand and speak English in order to help improve their performance in ESL, English Language Arts and Mathematics. The After School program is offered to all students who are ELLs at P.S. 130, and will begin in February 2010 to June 2010 and will meet on Thursdays from 2:45-4:30. In addition to the After School program, P.S. 130 is offering a series of Saturday Parent/Child Workshops for ELLs. In these workshops, parents work together with their children and learn about American culture and holidays, sing songs and read poems, read books and create projects that will teach them new vocabulary and concepts in English. Interpreters in Chinese, Spanish and Korean will be

		provided to assist parents if needed.
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> Teachers College ESL Staff Developer included within regular budget allocations. ESL Staff developer from CFN included within regular budget allocations.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	2534.48	<input type="checkbox"/> Non-fiction books with simplified text and with picture support through Capstone Press Publishing, and theme based instructional boxes with manipulatives, picture cards, and hands-on activities from Lakeshore which are ordered for units. Flip4Science boxes are ordered that include inquire based science activities. Science and Arts supplies are purchased for sessions. Bilingual books based upon topic for themes are distributed to parents during Saturday sessions and are given to students to take home in the After School Program. These resources are to be used in the home to strengthen child/parent connection and language acquisition.
Educational Software (Object Code 199)	0	<input type="checkbox"/> Cost of Software included in purchases through NYSTL.
Travel	0	N/A
Other	0	N/A
TOTAL	15000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

Upon examining the information gathered, P.S. 130 has found that the main languages spoken by the families are: Chinese (including Mandarin, Cantonese and other Chinese dialects), Korean, Spanish and Hindi and other Indian dialects. The school community was informed that interpreters would be available to assist them at the P.S. 130 Open House, the Orientation, Parent Workshops, the Saturday ESL Workshops, and Parent-Teacher Conferences (for the 2010-2011 school year).

Part B: Strategies and Activities

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

P.S. 130 continues to provide written translation services in Chinese, Korean, Spanish Hindi and other Indian dialects. The written translations will include: PTA meeting notices, Open House School invitations, special event/activity announcements, important school notices and any of the future DOE notifications we receive. The translations that will be made available will help the parents become more involved in their children's education, as well as enabling them to understand the school system and its curriculum. These written translation services will be provided by both the DOE's Translation and Interpretation Unit, school staff and parent volunteers. We will continue to use the translation stamp when necessary. P.S. 130's new website at <http://www.ps130q.org> translate school and NYCDOE information into 52 languages.

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

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	0	\$100,605	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1006.05		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$5030.50	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$10,060.50	*	

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 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
 N/A

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

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

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

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

P.S. 130 Queens

Early Childhood School for Science and Technology

Michelle Contratti

Principal

Attachment K

Title I: Parent Involvement Policy

PS 130 Q

Submitted to iPlan - October 2010

Section I: Title I Parent Involvement Policy

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

PS 130 will support parents and families by:

Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, mathematics, social studies, science and use of technology);

- Providing translated letters in the three major languages (Chinese, Korean and Spanish) translated by the NYCDOE Translation and Interpretation Unit when time allows;
- Providing LIS interpreters in the three major languages (Chinese, Korean and Spanish) at Meet the Teacher Night, Saturday ESL Family Workshops, Open House, Kindergarten Orientation and Parent/Teacher Conferences. Interpreters are also available during the school day through the NYCDOE Office of Family Involvement and Action (OFIA) Translation and Interpretation Unit by phone;
- Providing Core Curriculum Parent letters, distributed monthly, to each grade, informing parents of the learning goals and student outcomes of each unit of study in Reading and Writing, Word Work, Mathematics, Social Studies, Science, Technology, Movement and Expressive Arts;
- Providing monthly parent workshops to discuss learning goals and how parents can help their children at home;
- Providing Parent Workshops and distributing parent-friendly information on ARIS Parent Link (APL), Learning Environment Survey, Progress Reports and DOE assessments;
- Providing Parent Support Groups for families with children receiving special services;
- Creating opportunities for parents to volunteer in their child's class, for example, class parent, trip chaperon and assistance during special events;
- Providing in-school opportunities for volunteering in such as activities as health screening, Orientation, Open House, picture day, Staff Appreciation Day, Promotional Ceremony etc; PTA Executive Board and Title I Advisory Committee advertises for volunteers and keeps an active list of parents who are willing and available to assist when needed;
- Planning for the Title I Advisory Committee to meet monthly to assess the needs of the families and to provide additional opportunities for family and parent involvement;
- Hosting a breakfast held by the principal for parent volunteers in which they will be officially recognized and their names will be posted on the parent bulletin boards in the lobby and Francis Lewis Blvd entrance;
- Working closely with the PTA Executive Board to plan and coordinate activities, workshops, performances that complement the Title I Home-School Compact, School Curriculum and Standards, the new Common Core State Standards and Parent Coordinator's workshops and activities;
- Working closely with the Parent Coordinator to ensure distribution of all notices are timely, and parent workshops are scheduled monthly on topics that are pertinent to parents and families;

PS 130's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including

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

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

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent/Teacher Association and Title I Parent Advisory Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a calendar of events and activities planned for parents each month and file a report with the Central Office for Family Involvement and Action (OFIA);
- Conduct or facilitate parent workshops with topics that may include: understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training in ARIS Parent Link and other workshops to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Early Childhood Progress Report, Quality Review Report, Learning Environment Survey Report;)
- Host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise all parents in the Title I program, the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- Schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Maintain a school website that will provide parents with school information electronically and in their home language;

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

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

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

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

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

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

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

Michelle Contratti
Principal
School-Parent Compact
Effective Date – November 2010 through June 28, 2011

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

School Responsibilities

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

- Implementing a curriculum aligned to State Standards ;
- Offering high quality instruction in all content areas with high expectations for learning;
- Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- Providing a welcoming and healthy school environment that is safe;
- Providing a school environment that is respectful of people's cultural, racial and ethnic differences;
- Providing additional academic support to students as needed;
- Providing a positive school experience for each child;
- Assigning homework that is relevant, interesting, and builds on classroom learning;
- Keeping the lines of communication open at all times between home and school;

- Being available a minimum of two times a year for scheduled Parent Teacher Conferences (November and March)
 - Providing parents/guardians with timely and up-to-date progress reports and discuss ways to improve their child's learning;
 - Providing translation and interpretation services, as needed;
 - Providing opportunities for parents/guardians to attend meetings, workshops and other school activities that are aimed at improving student achievement;
 - Keeping parents/guardians informed of school, district and Department of Education initiatives that will help them become a more effective participant in the home – school partnership
 - Sharing responsibility with the student and parents/guardians in striving toward student achievement;
 - Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
 - Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
 - Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
 - Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;
 - Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- Support home-school relationships and improve communication

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

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

Parent Advisory Councils, School or District Leadership Teams);

Student's Responsibilities

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

- Be on time everyday and ready to learn;
- Complete all homework assignments and ask for help when needed;
- Read for pleasure with or without a family member for at least 20-30 minutes a day (time determined by grade) outside of school;
- Limit television, computer, and video games, especially on school nights;
- Give our parents all notices and information given to me by the school and to give the school all correspondences from home;
- Follow rules and respect my teacher, other school staff and classmates;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn

Principal's Signature

Parent's Signature Child's Signature

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 Section IV: Needs Assessment

2. Schoolwide reform strategies that:

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

See Section VI: Action Plan

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

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

See Section VI: Action Plan

- o Help provide an enriched and accelerated curriculum.

See Section VI: Action Plan

- o Meet the educational needs of historically underserved populations.

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

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

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

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

See Section VI: Action Plan

3. Instruction by highly qualified staff.

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

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

See Section VI: Action Plan

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

N/A

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

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

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

N/A

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

See Section VI: Action Plan

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

See Section VI: Action Plan

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

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

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 specifically 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.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (ARRA)	Federal	Yes			\$100,605	True	In CEP, that correlates to Title I and Title III plans - pages TBD
Title II	Federal	Yes			\$194,283	True	In CEP that correlates to Title I and Title III plans - pages TBD
Title III	Federal	Yes			\$15,000	True	In CEP that correlates to Title I and Title III plans - pages TBD
Tax Levy	Local	Yes			\$1,689,655	True	In CEP that correlates to Title I and Title III plans - pages TBD

¹**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.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
As of October 29, 2010, there is one student (or family) who have been identified as a Student in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.
 At kindergarten registration, parents are provided the Residency Questionnaire and fill it out. The Residency Questionnaire is distributed in September to the entire school population. When families change their address, a new Residency Questionnaire is requested of them. At this time, families are still submitting the Residency Questionnaire to the school. The services that will be provided to the STH population will include the assurance that those students will be provided free DOE transportation between school and home and free meals. In addition, appropriate academic programs and educational support services based upon students' needs, such as ESL services or an IEP, will be provided. A financial allocation for financial assistance from our Title I funding for **basic/emergency supplies, school trips**, guidance within school, counseling services, and intervention services will be set aside for any students who become STH this school year. One staff member will monitor and maintain an STH folder documenting compliance throughout the year. Attendance will be monitored and health insurance will be verified or assistance to obtain will be conducted. Communication with the DOE Family Assistant will be ongoing. Classroom teacher and support staff will be cognitive of the requirement under the McKinney-Vento Act.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.
N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_25Q130_110110-092834.doc

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 207	District 25	School Number 130	School Name
Principal Michelle Contratti		Assistant Principal	
Coach		Coach	
Teacher/Subject Area Michelle Strent/ESL		Guidance Counselor Charli Golden	
Teacher/Subject Area Frances Gunther/Technology		Parent Kelly Sinanis	
Teacher/Subject Area Vassiliki Kerveros/First Grade		Parent Coordinator Kelly Pawson	
Related Service Provider Laurie Careddu/Maureen Moran		Other Giuvella Leisengang	
Network Leader Peggy Miller		Other	

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	1	Number of Certified Bilingual Teachers	0	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	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	315	Total Number of ELLs	49	ELLs as Share of Total Student Population (%)	15.56%
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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.

The English Language Learners (ELLs) at P.S. 130 are identified by a full-time ESL teacher who holds Permanent NYS Certification in TESOL. The first of several steps to identify the ELLs includes administering the Home Language Identification Survey (HLIS) at registration, which includes an informal interview of the students, conducted by three certified pedagogues including the principal, the ESL teacher and/or the staff developer, in English, to determine LAB-R eligibility. After determining which students need to be tested, the ESL teacher administers the LAB-R within 10 days of initial enrollment. The students who did not meet the cutoff scores based on the results of both the LAB-R and the NYSESLAT exam (administered in the spring), are then determined to be ELLs. All identified ELLs participate in the ESL instructional program at P.S. 130. We administer the NYSESLAT to kindergarten through third grade ELLs in April and May.

Once administration of the LAB-R is concluded, the ESL teacher ensures that entitlement and non-entitlement letters are distributed. Upon identifying the newly-enrolled ELLs, parents are invited to attend an ESL Parent Orientation which takes place within the first two weeks of school. All three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) are explained to them and they are made aware that they have the option to request placement in one of the programs. Interpreters in Spanish, Chinese and Korean attend the orientation as needed to provide additional support for the parents in their native languages.

Parents who attend the ESL Parent Orientation receive and return the Parent Survey and Program Selection Forms to the ESL teacher, and the parents not in attendance get the surveys sent home with their child. The ESL teacher then follows up with phone calls and additional notes home to those parents who do not return the surveys in a timely fashion.

P.S. 130 currently does not offer Bilingual or Dual Language Programs. If parents are interested in placing their children in one of the two programs, we call schools that offer them and inquire if there are any seats available. If there is availability, the child can be transferred. If there is no availability, the child is put on a waiting list. If necessary, translators speak to parents to explain the process.

Upon reviewing the Parent Survey and Program Selection Forms from the past few years, the overwhelming trend in parental choice is for the Freestanding English as a Second Language program. In the Fall of 2010, out of 12 Parent Survey and Program Selection Forms given out we received 9 indicating the Freestanding English as a Second Language program as the first choice. Therefore, the ESL program offered at P.S. 130 is aligned with parental requests.

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%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	0	3	2	0										5
Total	0	3	2	0	0	0	0	0	0	0	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	44	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	44	0	4	5	0	4	0	0	0		49
Total	44	0	4	5	0	4	0	0	0		49

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

C. Home Language Breakdown and ELL Programs

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

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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	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	3	3	0	0										6
Chinese	4	8	7	2										21
Russian	0	0	0	0										0
Bengali	0	0	0	0										0
Urdu	0	0	0	0										0
Arabic	0	0	0	0										0
Haitian	0	0	0	0										0
French	0	0	0	0										0
Korean	3	9	5	1										18
Punjabi	0	0	0	0										0
Polish	0	0	0	0										0
Albanian	0	0	0	0										0
Other	0	2	0	2										4
TOTAL	10	22	12	5	0	49								

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.

A Freestanding English as a Second Language (ESL) program provides instruction in English in order to help English Language Learners (ELLs) meet or exceed New York State and City standards. The ESL program follows a push-in co-teaching model as well as a pull-out model. There is one full-time ESL teacher who holds Permanent NYS Certification in TESOL and works with students in grades kindergarten through third.

The ESL teacher creates heterogeneous (mixed proficiency levels) pull-out groups by grade level and push-in groups by class. Instruction is differentiated within these groups to ensure all student needs are being met through guided reading, shared reading, individual conferences and the use of computer programs such as Starfall.com.

At P.S. 130, all efforts have been made to assure that the mandated number of instructional minutes is provided according to proficiency

levels. Currently, all the Beginning and Intermediate level students are being serviced for 360 minutes per week by the ESL teacher and classroom teachers who have the appropriate ESL licensing. The Advanced level students are being serviced for 180 minutes per week by the ESL teacher.

Language acquisition strategies are used while still supporting the work being done in Reading and Writing Workshop. Explicit ESL is delivered in English by differentiating instruction, using ESL strategies, aligning instruction to the standards, collaborating with classroom teachers and sharing common preps in order to plan for alignment of lessons. Teachers use Smart Board technology to make content comprehensible in the various content areas. There is a focus on building content area language to accelerate our ELL student's language proficiency and content knowledge.

We have no students who are considered SIFE.

Targeted intervention programs are implemented for ELL subgroups. Our plan to help the Newcomers (ELLs in US schools for less than three years) succeed includes: small group instruction (pull-out and push-in), Tier I AIS support services by the classroom teacher and Tier II AIS support services provided by an AIS provider, peer tutoring, a Title III after school program, scaffolding instruction and double periods of ESL.

For those ELLs identified as having special needs, a set of interventions would be put in place as determined by the Pupil Personnel Team, AIS Committee and Inquiry Team. These interventions would consist of extra periods of ESL, AIS and Inquiry Team services, small group instruction, targeted instruction in the content areas, counseling (depending on their needs), conferences with parents, Extended Day and Extended Time programs, and a referral for additional services, if necessary.

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

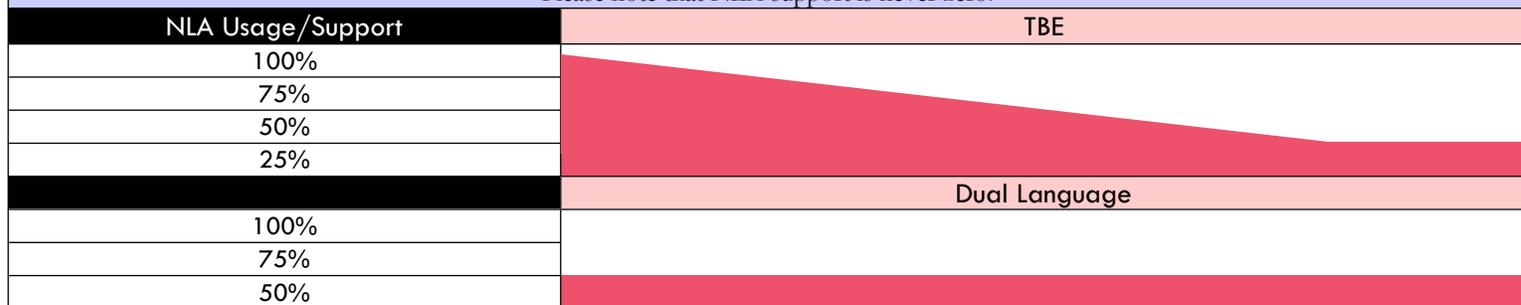
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

Targeted intervention programs for ELLs in ELA include: the ESL, classroom, and AIS providers collaborate to plan targeted instruction based on individual identified needs after analysis of assessments. Interventions and programs include mini-inquiries to address fluency, literal and inferential comprehension, vocabulary, writing, and phonemic awareness. Programs such as Great Leaps and Foundations are used strategically to support students as needed in specific cycles.

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

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

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

P.S. 130 believes in a Balanced Approach to Literacy and works in collaboration with Teachers College, however we are considering using new instructional resources for additional help with the ELLs including: Imagine Learning English, Achieve 3000, and Award Reading English.

We will not discontinue any programs/services for ELLs this school year.

ELLs are afforded equal access and are included in all school programs. Students participate in the school partnerships with Lincoln Center Institute, Teacher's College and The Hall of Science. Most students participate in the Extended Time program as well as the Title III after school program and the Saturday Title III Family Programs.

Some instructional materials already in place to support the learning of ELLs include: Leveled Readers by Houghton Mifflin, Rigby On Our Way to English leveled books, leveled libraries that consist of fiction and non-fiction books, a wide array of literature, books on tape and CD-ROMs, bilingual books in Spanish, Chinese and Korean, and Words Their Way with English Learners: Word Study for Phonics, Vocabulary and Spelling Instruction by Donald Bear. We also support ELLs through the use of technology. We have a full-time technology teacher. The school has a new computer lab with laptops to be shared with all students, document cameras, and Smart boards. Additionally, all classrooms are equipped with computers where students have access to software programs such as: Kidspiration, Kid Pix, Microsoft Word and Appleworks to create documents, reports, graphic organizers and slideshows based on internet research and classroom curriculum. Furthermore, students access websites for instructional support such as Starfall and Scholastic e-books.

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

The required services support, and resources do correspond to ELL's ages and grade levels.

Newly enrolled ELL students and their parents participate in an annual Open House in January. Families of prospective students are introduced to the Principal of the school, teachers from each grade, cluster teachers as well as the ESL teacher, the guidance counselor, the Parent Coordinator and parents from the PTA. They have the opportunity to ask questions and learn about all the different programs involved in the school. Parents and newly enrolled students come back in May for an orientation. Families can tour the school and have conversations with the principal, staff developer, the ESL teacher and the parent coordinator. Children visit a kindergarten classroom and participate in various activities. Correspondence throughout the summer between the school and the families include a welcome letter and a student supply list in preparation for the first month of school.

There are no language electives offered to ELLs at P.S. 130.

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.

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

Professional Development activities include:

- Classroom and special education teachers with a large ELL population and the ESL teacher work together with a staff developer, Shanna Schwartz, from Teacher's College and plan units of study that incorporate both content and language objectives for the English Language Learners.
- The ESL teacher has presented to staff during faculty conferences and grade meetings various ideas and strategies to help support ELLs. The continuum of Language Acquisition is reviewed with all staff members to familiarize them with the levels of each of their ELL students.
- Classroom teachers with large numbers of ELLs and the ESL teacher attend ELL calendar days at Teachers College.
- The Network Specialist, Giuvella Leisengang, works with the ESL teacher as well as attends grade meetings on each level to assist common branch and special education teachers and AIS provider with research based teaching strategies that meet the needs of ELL students.
- Classroom teachers have attended SMART Board training (2 two-hour sessions) to learn ways to use the interactive whiteboard to support visual, auditory and hands-on approaches to learning for ELL students. In addition, teachers attend weekend, summer and afterschool courses.
- Use of ELL Predictive Assessments in the fall and spring to target instructional needs.
- Science FOSS Workshops for grades K-3 were attended by the science teacher, ESL teacher and classroom teachers where they learned to adapt and scaffold science instruction for ELLs.

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?

At P.S. 130 all parents, including our ELL parents, are invited to be involved in school activities including Breakfast with the Principal, Core Curriculum Meetings, ESL Parent Orientations in the fall, NYSESLAT informational meetings in the spring, Family Reading Buddies, PTA meetings, ARIS parent training meetings, and many other parent workshops. The ESL teacher works together with the Parent Coordinator to ensure that parents of ELLs are informed about meetings and workshops by sending out translated letters, as well as placing a translation stamp on all letters and forms that go home to parents. A budget plan was put in place for Translation and Interpretation Services which includes school personnel as well as contractual services in order to further support the parents of our school community. Furthermore, P.S. 130 has been able to provide interpreters for parents in Korean, Chinese and Spanish at our Open House, the Orientation for newly enrolled students, Parent Teacher Conferences, the ESL Parent Orientation and the Title 3 Saturday Family Series.

Currently, we are partnering with Lincoln Center Institute, Teachers College and the New York Hall Science. All parents, including ELL parents are invited to participate in various Family Days.

The needs of parents are evaluated based on the results from the Learning Environment Surveys, as well as in-house surveys (translated copies are provided). Parents are also encouraged to communicate their needs through informal emails or phone calls to the Principal, Parent Coordinator, ESL and classroom teachers.

Our parental involvement activities address the needs of the parents based on the results of the surveys. For example, many parents requested strengthening communication from the school. Therefore, Core Curriculum Meetings were established. Another request was to receive more timely information about their child's progress in kindergarten, and the kindergarten report card was re-designed to offer more specific information. As always, translators are present at meetings and Parent-Teacher Conferences in order to encourage the ELL parents to attend.

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)	2	4	1	0										7
Intermediate(I)	2	11	0	2										15
Advanced (A)	6	7	11	3										27
Total	10	22	12	5	0	0	0	0	0	0	0	0	0	49

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	0	0	0									
	I	0	5	0	0									
	A	0	7	6	1									
	P	1	9	4	4									
READING/ WRITING	B	1	3	0	0									
	I	0	11	0	2									
	A	0	6	6	3									
	P	0	1	4	0									

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	1	3	0	4
4					0
5					0
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	0	0	0	0	3	0	1	0	4
4									0
5									0
6									0
7									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights 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.

The Teachers College Comprehensive Literacy Assessment System is used to assess the early literacy skills of our ELLs. In kindergarten, assessments include: letter and sound identification, concepts of print, word identification and spelling. In first, second and third grades, assessments include: word identification, spelling and independent reading levels. This information is inputted into TC Assessment Pro and the ESL teacher, along with the classroom teachers have access to student results in order to align instruction to student's specific needs.

We noticed that the percentage of beginners in Kindergarten in 2010 decreased compared to the percentage of beginners last year. There are more ELL students at the intermediate and advanced levels of language proficiency. Upon examining the students' results in the four modalities (listening, speaking, reading and writing) from the Spring 2010 NYSESLAT exam, the areas where students are progressing more rapidly is in listening and speaking with 88% of students tested scoring at the Advanced and Proficient levels. In the reading and writing sections 56% of students scored at the Intermediate and Advanced levels. The ESL teacher will continue to plan with classroom teachers in order to target students who need additional help with reading and writing skills. Current strategies for improving reading and writing skills include shared reading, guided reading, independent/paired reading, interactive read aloud, word study, word walls, writing workshop, interactive writing and shared writing. Current strategies already in place for improving listening and speaking skills include: accountable talk during whole class and small group instruction, listening centers, computer centers, and creating partnerships that consist of ELLs and non-ELLs.

The success of our ELL program is evaluated by the results of the NYSESLAT exam, ELA scores (for third grade), reading levels to determine which students are on grade level and ELL inquiry cohort data collected at least four times across the year. Out of four (4) third grade ELLs who did not pass the NYSESLAT in Spring 2010, and who took the NYS ELA in May 2010, one student scored at Level 2 and three students scored at level 3. On the NYS Mathematics Assessment given in May 2010, out of the same students above, three ELL students scored at level 3 and one ELL students scored at level 4. Based on this data, all ELL students are meeting and exceeding the ELA and Math standards except for one student who scored at level 2 on the ELA exam.

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		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 130						
District:	25	DBN:	25Q130	School		342500010130	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	89	115	89				
Grade 1	65	68	101	Student Stability - % of Enrollment:			
Grade 2	72	63	68	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	82	61	54		98.4	96.7	97.3
Grade 4	0	0	0	Poverty Rate - % of Enrollment:			
Grade 5	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 6	0	0	0		26.7	41.2	41.7
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 9	0	0	0		0	1	0
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	(As of October 31)	2007-08	2008-09	2009-10
Grade 12	0	0	0		1	1	0
Ungraded	0	0	5				
Total	308	307	317				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	3	0	1
# in Collaborative Team Teaching (CTT) Classes	22	26	30	Superintendent Suspensions	0	0	0
Number all others	13	12	13				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:				Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	41	54	TBD	Number of Teachers	23	24	23
# ELLs with IEPs	0	10	TBD	Number of Administrators and Other Professionals	5	4	2
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	0	4

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	95.8	100.0
				% more than 2 years teaching in this school	60.9	54.2	82.6
				% more than 5 years teaching anywhere	47.8	50.0	65.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	96.0	100.0	100.0
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	96.4
Black or African American	0.6	1.6	3.5				
Hispanic or Latino	10.7	11.4	13.2				
Asian or Native Hawaiian/Other Pacific	68.2	68.1	60.6				
White	18.5	17.6	21.8				
Male	49.4	52.8	52.4				
Female	50.6	47.2	47.6				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Diferentiated 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:		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					
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-					
Hispanic or Latino	-	-					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	-	-					
Multiracial							
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	v	v					
Student groups making	3	3					

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	56	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	23.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	21.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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