



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PUBLIC SCHOOL 131

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 15K131

PRINCIPAL: RUTH N. QUILES **EMAIL:** RQUILES2@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SKOP

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Ruth N. Quiles	*Principal or Designee	
Lorraine Donlon	*UFT Chapter Leader or Designee	
Beatrice Osorio	*PA/PTA President or Designated Co-President	
Flor Gonzalez	DC 37 Representative, if applicable	
N/A	CBO Representative, if applicable	
Elizabeth Acevedo	Teacher	
Violet Windbish	Teacher	
Haydee Rentas	Guidance Counselor	
Sherry Clarke	Para Representative	
Marie Martinez	Member/PTA V-President	
Agata Mularczyk	Member/PTA Treasurer	
Beatrix Illes	Member/Parent	
Diane Franklin	Member/Parent	
Maida Cordero	Member/Parent	
Tanya Izurieta	Member/PTA Secretary	
Danielle Quinones-Schell	Member/Parent	
Nancy Vido	Teacher	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To increase communication with parents throughout the school year.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

On the Learning Environment Survey one of our lowest scores under communication for parents was in receiving information on what their children were studying at school. We received 6.9 points out of ten. Not knowing what their children were studying and how they were progressing did not afford our parents the opportunity to assist their children at home with their schoolwork.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

I looked at the data specifically stated on the Learning Environment Survey for three consecutive years and found this an area of concern for Parents. We showed a slight improvement each year but not enough. We went from 6.5 (2008), 6.6 (2009) to 6.9 (2010). I elicited the assistance of our teachers and had them create Progress Reports for their respective grades. I simply told them what information they had to include but the format was totally left up to them. Each grade constructed a Progress Report that the teachers on that grade agreed upon. Grade leaders and administration then agreed on the time table for their dissemination in the 2011-2012 school year. I will send Progress Reports to parents four times this school year. These Progress Reports will go out in October, December, February and May. Report Cards are sent in November, March and June. All students in grades K through 5 will receive Progress Reports.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 18 through 22 in this CEP.

This will support the routine school outreach to parents as indicated on our PIP. We strongly believe that parental involvement is reflected in the improvement of pupil achievement. Curriculum meetings, family meeting night and the Title III Parent meeting will support this goal.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

All teachers were involved in the creation of the Progress Report. Grade leaders were involved in the time table for their distribution to parents. Empowering teachers to create a form that provides feedback to parents will validate their work.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

All programs are coordinated within this goal. This is a goal for the entire school so all students and parents will receive this information. Progress Reports are also shared amongst the various service providers and academic intervention services a child receives. All constituents involved with the child will be given access to the child's Progress Report. Progress Reports will also be used to select students for academic intervention services.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Fair Student Funding, parent coordinator and PTA meetings will be utilized to inform parents of our new procedure.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Every classroom teacher will create and engage their students in a literacy and math task that is aligned to the Common Core Standards and is embedded in a rigorous curriculum.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Research shows that many students are neither college nor career ready and that many students in middle school are not prepared for that challenge. As an elementary school it is our responsibility to ensure that students are equipped to succeed in middle school, then high school and ultimately college. This is an instructional objective for the Chancellor this year. As a school we were able to analyze math performance tasks last school year because we were involved in a pilot program. The analysis of that work showed that our students needed direct instruction in order to do well on tasks that were aligned to the Common Core Standards and were inquiry based. This was our evidence that we needed to do more of this work and to prepare our students for more rigorous assessments if they were to compete for the better middle schools.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

Teachers will be working in partnerships with another teacher on their grade and a cluster teacher, to create a math task in the fall and a literacy task in the spring. These partnerships are members of a larger team. This larger team has a representative partnership of every grade on it. So these tasks will not only be shared on a grade but across the school as well. Faculty conferences will be utilized for this work as well as Election and Brooklyn Queens Day. After creating and implementing the tasks, implications for instruction will be typed up and distributed to the entire school. In teams, they will look closely at the resulting student work to continue the cycle of inquiry; make future instructional adjustments; and communicate lessons learned to other teachers. Teachers were given total autonomy in creating or choosing a task, They will also analyze their students' work be able to adjust their practice based on those results.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 18 through 22 in this CEP.

In our Parent School Compact which is a part of the PIP, it states that we will provide a high quality curriculum and instruction which this goal will enable us to accomplish. We will also keep parents informed about this endeavor through the SLT and PTA meetings. Monthly newsletters will inform parents of our work towards having our students prepared for the Common Core Standards.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Each larger team is facilitated by a teacher who was trained in the pilot program in 2010-2011 school year. These same teachers are continuing to be trained this year along with two new members who will comprise the literacy portion of this endeavor. These same teachers are modeling lessons for other teachers on their grades where they are implementing the performance based tasks that are aligned to the Common Core Standards in our current curriculum.

Service and program coordination

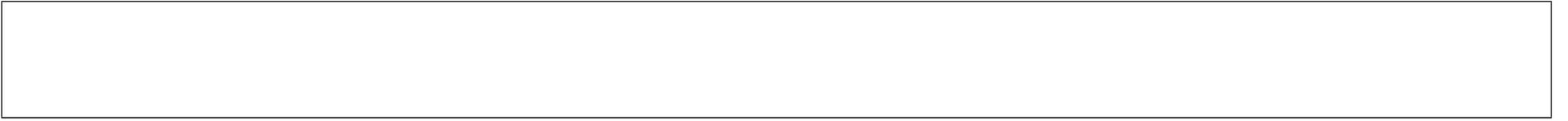
- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Students that necessitate these special programs are included in the implementation of these tasks. Additional supports and various entry points are provided for them to ensure that their needs are met as well.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title 1 SWP, Fair Student Funding and Contract for Excellence will be used to funding this goal. Substitute and trip preps will be utilized as well.



ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve the percentage of special education students making progress in ELA.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The only subgroup not to make the AYP in the 2010-2011 school year was the Special Education students. Upon further disaggregation of data we find that out of thirty-nine students tested, ten students scored at level 1, twenty-six scored at level 2 and only one student scored at level 3. All resource room students scored at level 2. Out of the level 1 student, 3 were from self contained classes, three were resource room students and four students were from a ICT class. This year there are ICT classes in grades k, 1, 2 and 3. All students will be monitored for progress.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

Eighty percent of self contained, integrated collaborative team teaching and resource room students will make progress from September to June. Special education students will make progress in ELA as measured on Rigby Benchmark Assessments. Special Education students will be assessed in September on Rigby Benchmark Assessments and will be monitored every other month for progress. Students will utilize specialized programs to meet them at their current level; Literacy by Design, Conferring in Teachers College units of study and a reading teacher pushing into the self contained classroom will all support progress. Teachers will be able to assess the effectiveness of the programs they are using and make changes and/or suggestions for other programs.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 18 through 22 in this CEP.

Parents are invited to workshops and given materials to help their children that are participating in State exams this year. Parents of students who are not in testing grades this year will be provided with workshops in literacy. Family literacy night and Curriculum days also support this goal.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

All teachers who service special education students are certified as special education teachers. Some of these teachers will also be participants in the pilot program so that these students are also exposed to rigorous performance based tasks that are aligned to the Common Core Standards.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Special education students who necessitate these programs will have access to them. These students are also supported in Academic Intervention Programs during the school day, after school and on Saturdays. Special Time groups (37 ½ minutes) will be organized into groups of five students to provide for an intensive intervention program.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding will be Contract for Excellence, TL Fair Student Funding and Title 1 SWP.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve teacher effectiveness by developing a shared understanding of instructional excellence and strengthening teacher practice.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In order to improve teacher practice, teachers need to be given timely, effective feedback that is evidenced based on student work. When this occurs teachers can improve their practice and this leads to student achievement. This school year we have eight new staff members. It is necessary that they quickly understand what is expected of them as teachers in our school community. Teachers never cease to learn and grow which is what we want for our students.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

Instruction is the responsibility of everyone in our community. Rubrics will communicate clear expectations for teacher practice and become a focus for teacher development. Focused walkthroughs and meetings around classroom data will provide vehicles for feedback. Teachers will receive, comments and add to rubrics for these evaluations. Teachers will receive feedback that will increase the rigor and effectiveness of their instruction. Current rubrics include a Teachers College Rubric, in specific units of study. Teachers will also have an opportunity to comment on the feedback. A schedule of regular observations will be agreed upon at cabinet meetings. Teachers will receive bi-monthly qualitative feedback from administration based upon shared rubrics that impact classroom instruction.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 18 through 22 in this CEP.

Parents will be informed on the rubrics that are used for teacher evaluation and feedback during SLT meetings.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Teachers will be encouraged to stay at P. S. 131 because they will be provided staff development from Teachers College and Aussies. Teachers will attend conferences at Columbia University as well as having an in classroom staff developer from Teachers College. An Aussie staff developer will support the work in Mathematics. Coaches in literacy and math will continue to support the work when the staff developers are not present.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Students that receive these services are included in all classrooms where teachers will be supported by this goal. All students will be supported by highly effective teachers.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding include salaries, TL Fair Student Funding and Contract for Excellence.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To focus on vocabulary development throughout the entire school.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

When I desegregated the NYSESLAT test scores I found that overall the listening and speaking scores are higher than the reading and writing scores year after year. Further analysis shows that after two years, these students still only score a level 1 on the ELA. It takes three years minimally to score a level 2 on the ELA. When analyzing Rigby Benchmark Assessments I found that they may be able to read the stories but are unable to answer comprehension questions due to vocabulary. This is typical of students who are struggling.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

The entire staff will be reading Bringing Words to Life by Isabel Beck. This book contains specific activities to use in classrooms that will build vocabulary development. The data will be reviewed on Election Day which will set up the reasons for this work. The book will be given out on that day. Grade meetings throughout the school year will continue to build on what was tried from the book. Walk throughs will also focus on vocabulary charts, lessons and supports and feedback will be given to teachers. Reviews of the Rigby Benchmark Assessments, monthly for at risk students and three times a year for others, will be reviewed in order to see if a vocabulary focus has had an impact.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 18 through 22 in this CEP.

Parents will be informed through Progress Reports and conferences of the vocabulary focus this year. The websites Raz Kids and IXL provide for vocabulary enrichment that parents and students may access from home.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Teachers will be provided with literature and the time to discuss the book, share the lessons, get suggestions for improving practice during monthly grade meetings.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Students that are to receive these services will be included in the vocabulary development throughout the school year. All programs will focus on content specific vocabulary so that students are exposed to new vocabulary everywhere they go.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding will be provided by utilizing teacher salaries, title 1 SWP, Fair Student Funding and Contract for Excellence.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	0	0
1	45	11	N/A	N/A	6	0	0	0
2	50	9	N/A	N/A	10	0	0	0
3	93	90	N/A	N/A	14	0	0	0
4	81	70	10	0	15	0	0	0
5	62	66	11	0	18	0	0	0
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA: Academic Intervention Services</p> <p>At Risk Resource Room</p> <p>Summer School</p> <p>90 Minute Literacy Block</p> <p>Assessment Driven Instruction</p> <p>Reading Intervention Specialist</p> <p>Push in ESL</p> <p>Special Time</p> <p>OLSAT</p>	<p>This may be provided before or after school. This service will be Two hours of reading instruction and one hour of math instruction weekly. Folders will be kept to have evidence of growth. Benchmark Education will be used.</p> <p>Classroom teachers/guidance counselor/CPST members will recommend students for additional support in reading and math. This will be during the school day. Success for All will be used.</p> <p>This program will provide reading, writing and math instruction during summer vacation. This year it is only for grades two through five. National Geographic and Summer Success will be used.</p> <p>Every student in the school will participate. This block will include reader's workshop and an independent reading activity. This is everyday during the school day. Teachers college reading and writing program.</p> <p>Every child will have a folder that will consist of running records, Scholastic benchmark exams, writing sample and a Math sample. Teachers will use conference notes to provide guided and focused strategy lessons for students. This is daily.</p> <p>This service will be provided for 1st grade.</p> <p>As much as the program allows, ESL will be provided during the literacy block. This will be on a daily basis.</p> <p>Intervention groups of up to ten students will be serviced daily and in cycles with mathematics. The cycles are six weeks long. Benchmark Skill Bags will be used for reading and writing.</p> <p>Test preparation will be provided for eligible students.</p>
<p>Mathematics:</p> <p>60 Minute Math Block</p> <p>Summer School</p>	<p>Every student in the school will participate. This block will include a workshop. This is everyday during the school day program. Explorations will be a part of this program.</p> <p>This program will provide reading, writing and math instruction during summer vacation. This year it is only for grades two through five. Summer Success will be used.</p>

At Risk Resource Room	Classroom teachers/guidance counselor/cppst members will recommend students for additional support in reading and math. This will be during the school day.
Academic Intervention Services	This may be provided before or after school. This service will be Two hours of reading instruction and one hour of math instruction weekly. Folders will be kept to have evidence of growth.
Math Enrichment	Games will be provided after school to support Math concepts and vocabulary.
Performance-Based Assessments	Every teacher in grades K thru 5 will expose students to a rigorous curriculum that is aligned to the Common Core Standards.
Science:	
AIS Science	The science teacher will provide small group instruction to at risk students in the science laboratory. This will be weekly during the school day.
Test Preparation	Test preparation will be provided for all 4 th grade students.
Social Studies:	Students in Grade 5 were grouped for the 37 ½ minutes and review of Reading and Writing in the content area of Social Studies was provided.
Project-Based Specialist	Students will engage in projects with culminating activities in Social Studies units.
At-risk Services Provided by the Guidance Counselor:	An after school program will provide for conflict resolution, anger management, self esteem building, peer relations, friendship building and working together one day a week. (Be Cool, Social Hour)
Support Services-Guidance	The guidance counselor will provide in class activities as well as group and individual sessions. This is also during the school day.
At-risk Services Provided by the School Psychologist:	n/a
At-risk Services Provided by the Social Worker:	n/a

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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, our school, 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. Our school'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 Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school'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 Title I 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 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training 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, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about 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;

- conduct an Annual Title I Parent Event where all parents are invited to attend formal presentations that address their student academic skill needs and what parents can do to help. (Curriculum Day, Math Morning).

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, 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. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- 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;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Margarita Nell	District 15	Borough Brooklyn	School Number 131
School Name N/A			

B. Language Allocation Policy Team Composition [?](#)

Principal Ruth Quiles	Assistant Principal Alina Alvarez
Coach Jennifer Potter	Coach Maria Caso
ESL Teacher Lorraine Donlon-ESL	Guidance Counselor Haydee Rentas
Teacher/Subject Area Meghan Avelluto-ESL	Parent Beatrice Osorio-PTA President
Teacher/Subject Area Nancy Vido	Parent Coordinator Lisette Boccasino
Related Service Provider Katarzyna Wallin-ESL	Other Kerry Martin
Network Leader Margarita Nell	Other Lilia Zelmanovitch

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	8	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	4		

D. School Demographics

Total number of students in school	1036	Total Number of ELLs	419	ELLs as share of total student population (%)	40.44%
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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. 

1. At P.S.131, initial identification is conducted at registration. Parent is immediately asked if a language other than English is spoken at home. If a language other than English is spoken at home the following procedures are followed:

*One of four pull-out ESL Teachers is called to administer the HLIS and conduct an informal oral interview.

ESL Teachers- Lorraine Donlon; Lilia Zelmanovitch; Meghan Avelluto; Katarzyna Wallin are all certified ESL Teachers.

* If parent does not speak English translation is provided for the following languages; Spanish- Lissette Boccassino [Parent Coordinator]; Chinese- Ellen Lam [Paraprofessional]; Russian- Lilia Zemanovitch [ESL Teacher]; Polish- Katarzyna Wallin [ESL Teacher]. For translation services of other languages, when the parent does not bring their own translator; the NYC DOE Translation Dept. is contacted for over the phone translations.

*Based on information gathered in the informal interview and HLIS, ESL Teachers determine who is eligible for LAB-R testing. Students are temporarily placed in a class until testing. LAB-R is administered by the ESL teachers within 10 days of registration. ESL teachers go to students' classrooms and test the students in a quiet classroom. When a student arrives after September, testing occurs the day after arrival. If a student enters during registration in September, testing may occur one to five days after registration due to the large number of ELLs registered at that time. Hand scores are used to inform student placement. A list of all entitled students is kept by the Testing Coordinator, Mary Biondolillo, to ensure that all entitled students participate [with modification where ever needed] in NYSESLAT testing. ALL entitled students are tested during the Spring NYSESLAT testing period. Students not tested due to absence on a testing date, are tested on make-up dates. A testing schedule NYSESLAT is developed by the Testing Coordinator, in consultation with the Assistant Principal. Many of the pedagogues in the school building have been trained [and continue to be each year] on the administration of NYSESLAT, by the ESL teachers.

2. Once students have been identified as English Language Learners, parents are invited to meetings, offered with either Spanish or Chinese translation, within the first 10 days after registration. Invitation is in the form of a letter with an RSVP tear-off to be returned to school. Parents that don't respond via the tear-off receive an invitation call from the Parent Coordinator, Lissette Boccassino.

Whenever possible, meetings are conducted early in the morning so parents may attend immediately after dropping-off students at school. Through presentation by ESL Teachers and NYC DOE videotape, the following is provided at each meeting:

- Information about Transitional Bilingual; Dual Language and Freestanding ESL Programs and parent rights to choice.
- After the presentation, video viewing and Q & A session, parents are provided with choice letters. ESL Teachers are available for answering questions. If another classroom is necessitated then parents who chose that program are notified, via back-pack letter and/or call from the Parent Coordinator, that the program they showed interest in is now available.

3. Entitlement letters are sent home with students. Invitation letters to parent information meetings, with a tear-off RSVP, are also sent home with students. Parent Coordinator calls parents that do not respond via letter tear-off. An additional meeting is held, at dismissal time, for parents that did not attend the regularly scheduled meetings. Students of these parents are held at dismissal time, by the ESL Teachers and Parent Coordinator, at a location where they can meet with the parents when they pick up students. These steps ensure that Entitlement letters are returned. Once returned to school they are kept in a file in the Main Office. Parent surveys are filled out in the Main Office at the time of registration. The ESL teacher conducting the interview takes the parent Survey. It remains in her possession throughout the LAB testing period and parent meetings. At the end of this process they are placed in the file in the Main

Office.

4. New students are placed in Transitional Bilingual or ESL classes based on parent choice at time of registration. Once ELL status is confirmed through LAB-R results, parent information and choice meetings are held, as stated in Responses # 2 & 3. Students whose parents have not contacted the school [after all the above stated outreach attempts have been made] are placed in the Transitional Bilingual Program [Default Program]. All parents are notified and letters are maintained, as stated above. Continuous Entitlement letters are sent home every year.

5. At P.S.131K, parents consistently prefer ESL over bilingual programs, indicating a desire for having their children learn English quickly to enable them to compete with native language speakers. Of particular concern to our parent population is that students be able to apply for Superintendent Programs [gifted] at the middle school level, which are offered only in English and accept students with the highest scores on English standardized tests. Some parents of Kindergarten students request the Transitional Bilingual Program as a way to ease into school life [both for them and their children]. Many of our parents attend adult ESL classes offered by a CBO, in our school in the evenings. After their first year in the school they request that their students be taught in English only. As a result we have had to increase the number of ESL classes available in our school. We currently have 50 students in our Transitional Bilingual Program; 152 students in our Self-Contained ESL Program and 217 students in our Free Standing ESL Program.

6. As outlined in Answer #5, programs at P.S.131 are aligned with parent requests. Our parents believe that in order for their students to do well on the ELA their children need to learn English as quickly as possible.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes*	No●	If yes, indicate language(s): Spanish; Chinese
Dual language program	Yes●	No*	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	2	1	0	0	0	0								3
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	2	2	2	0	0	0								6
Push-In	3	0	1	0	0	0								4
Total	7	3	3	0	0	0	0	0	0	0	0	0	0	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	419	Newcomers (ELLs receiving service 0-3 years)	353	Special Education	30
SIFE	12	ELLs receiving service 4-6 years	57	Long-Term (completed 6 years)	3

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	50	0	0	0	0	0	0	0	0	50
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	309	2	21	57	10	8	3	0	1	369
Total	359	2	21	57	10	8	3	0	1	419

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	25	0	0	0	0	0								25
Chinese	25	0	0	0	0	0								25
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Yiddish	0	0	0	0	0	0								0
Other	0	0	0	0	0	0								0
TOTAL	50	0	50											

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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			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	
	EL L	EP																		
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: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	41	58	52	29	28	17								225
Chinese	8	21	11	10	6	6								62
Russian	0	5	4	2	5	1								17
Bengali	7	7	7	2	1	4								28
Urdu	3	4	4	3	1	1								16
Arabic	2	0	0	0	0	2								4
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	2	1	1	0	0	0								4

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
Albanian	0	2	1	0	0	0								3
Other	1	3	1	2	1	2								10
TOTAL	64	101	81	48	42	33	0	369						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a. P.S. 131 has the following organizational models:

*Transitional Bilingual[TBE]- Spanish/English in Kindergarten -25 students; Chinese/English in Kindergarten -25 students;

Self-Contained ESL classes- Kindergarten 50 students; Grade 1- 54 students; Grade 2- 50 students.

Push-in- Kindergarten- 14 students; Grade 2- 23 Students,

Pull-out ESL classes- Grade 1- 47 students; Grade 2-11 students; Grade 3-48 students; Grade 4- 42 students; Grade 5- 33 students

1a. At P.S.131K all classes are heterogeneously grouped and most have ELL students on their registers. All Self-Contained ESL classrooms are grade specific. ESL pull-out groups are arranged by proficiency levels, as per the latest NYSESLAT scores. This may at times [when deemed as beneficial for the particular students] result in some non-graded groups. However this present school year [2011-2012], all pull-out groups are proficiency based and grade specific.

2. The organizational models for instruction and number of certified ESL/Bilingual teachers allow us to provided all ELL students [across all levels of proficiency] with the mandated number of instructional minutes, as per CR Part 154.

2a. Explicit ESL, ELA, NLA instructional minutes are delivered in the following ways:

Transitional Bilingual classes follow a 70:30 model [70% English , 30 % Spanish or Chinese].

Content area lessons [Reading, Writing, S.S., Science] are conducted with a Preview'Review Model [Freeman & Freeman] as follows:

Preview of lesson [5mins]- in native language; Mini-lesson- [10-15 mins.]- in English; Independent Worktime- students practice independently while the teacher confers with individual students in whichever language will most support the individual student's

A. Programming and Scheduling Information

development. Teachers also conduct small group instruction in English, with native language supports [preview & review] as necessary [25 mins.]; Share- in English [5mins]; Review -in native language [5 mins.]. At least one Read Aloud each day is conducted

in the native language.

ESL instruction is offered in English, with some native language support, when appropriate/needed.

3. Content area instruction is conducted in English, with much support from visuals [pictures, photos, icons], whole/small group & partner Accountable Talk in English and/or native language. Whole class lessons are conducted so as to support the acquisition of new knowledge by all students. Content area lessons include the following:

*Connection- introduction to day's lesson within the context of and connection/bridge to work previously undertaken.

*Teaching the lesson- explicit instruction/ modelling. may use visuals; books; charts, etc.

*Active Engagement- section in which students practice with teacher guidance what was taught.

*Link- summary of lesson and how it is linked to the bigger/ broader picture.

Within each part of the lesson teachers may differentiate for student needs by employing a variety of instructional methods, i.e. Charts; visuals; repetition of language patterns; modeling; thinking out loud; guided practice; think-and-write; turn-and-talk. All classrooms conduct daily phonics & word study lessons; Read Alouds and use Shared Reading/Writing; Interactive Writing [lower grades] to provide explicit, direct modeling and instruction of content, vocabulary, language patterns, strategies.

All classrooms are print rich and contain word walls, content area vocabulary charts, extensive leveled, genre and topic based libraries and reference books/dictionaries in English and in native languages, where appropriate. Strategy, Process and Content Charts are created by teachers, with and for students, as instructional aids and supports used during lessons and independent worktime. Digital & audio/visual media are available in all classrooms for all students to better communicate; develop/enrich language and conceptual development, i.e. Listening Centers; Whisper Phones; Smart Boards [Grades 2-5]; Mobile Laptop Centers [Grades 2-5]; Desktop computers [all classrooms]; LEAP Frog electronic books; On-line resource subscriptions [RAZ Kids; iExcel; Brainpop; Brainpop Jr.; Brainpop Espanol- available to students/parents from home as well]; Discovery Education United Streaming; World Book Encyclopedia. Also available in all classrooms are an extensive assortment and variety of math manipulatives for hands-on exploration. Two Science LAB rooms [lower and upper grade] contain science materials [for exploration and experimentation] and extensive science libraries aligned with New York State science curriculum outline.

4. Once Spanish speaking ELL students are identified with the LAB-R, Ms. Donlon, ESL Teacher, conducts Spanish LAB-R.

5. Instruction is differentiated for ELL students as outlined in the response to Questions # 3. Additional differentiation is provided during the 37 1/2 minutes of instruction established through the UFT collective bargaining agreement. The P.S.131K professional community has opted, through a Schools Based Options vote, to provide 37 minutes of intervention or enrichment instruction for all students in Grades 1-5, 5 days per week, in the middle of the school day. This time is called "Special Time", and will be referred to as such from here on in this document. During Special Time all students are grouped by need. SIFE, ELL students in school less than 3 years, ELL students receiving services for 4 to 6 years, and long term ELLs are grouped by need in groups of 10:1 teacher:student ratio and provided with additional instruction, using a variety of programs, i.e. Reader's Theater, script writing, Benchmark Skill Bags, math games, Voyager Vocabulary Development, Rally Skill-to-Skill. In addition to Special Time, P.S.131K provides Academic Intervention Services [AIS] two afternoons per week, after school, for all students[including ELLs] performing below grade level in reading and math. Test taking strategies and practice particular to each standardized test [ELA, math, social Studies, science, NYSESLAT] is offered on Saturdays [Saturday Scholars] and made available to all students in Grades 1-5 who will be taking the particular test.

5a. The SIFE population at P.S.131K is very small, i.e. 12 students, from Grades 3-5. In addition to participating in Beginner ESL groups, a SIFE may be placed in a different grade class for content area lesson, i.e. a different grade for phonics or math instruction. These arrangements are made on a student-by-student basis, determined by the academic, social, emotional needs of the particular students.

5b. In addition to all the supports outlined in the responses to Questions # 3 & # 5, ELL students enrolled for less than three years participate in a Title III, afterschool program to support language acquisition and development in reading, writing and math. Beginner ESL instruction also incorporates a great deal of singing and chanting, use of TPR, drama and lots of enlarged or shared texts [Shared Reading].

5c. In addition to all the supports outlined in the responses to Questions #3 & #5, ESL instruction for ELL students receiving services for 4 or more years, is provided with a concentrated focus on the development of language, reading and writing skills in the content area, i.e. employing methods such as Reciprocal Teaching. Students not performing at grade level, may also be recommended to receive additional instruction from the Academic Intervention Teacher.

5d. The progress of ELL students receiving services for 5 or more years is discussed by our Pupil Personnel Team to determine if additional support services need to be put in place, i.e. At-Risk Resource Room.

6. Because at P.S.131K literacy instruction is delivered as an Apprentice Model of instruction within a Balanced Literacy

A. Programming and Scheduling Information

Framework, a great amount of time is given to employing the instructional/assessment strategies, listed below, to allow all students, and especially ELLS and students with disabilities access to academic content , acceleration of English language development.

*Extensive assessments in:

Reading [administration of periodic Running Records] to determine each student's instructional and independent reading levels, for placement in appropriate reading groups.

Writing-requiring Pre and post writing unit 'Writing-on Demand' to determine growth within a unit, across several months and relation to standards based rubrics, i.e. Teachers' College Continuum of Writing Development [for narrative and for non-narrative writing].

Pre and post math tests for each unit to determine what needs to be taught and how much was learned throughout the unit.

*Instructional strategies/methods, as listed above in responses throughout this section, include teacher explicit modelling of small tasks; using visual and auditory aids to meet the different learning modality needs of students; lots of modeling and explicit instruction in the use of processes, language patterns and vocabulary that are needed to participate in content area activities and access information.

7. Classroom and Pull-out Teachers use data gathered through assessments:

Reading [administration of periodic Running Records] to determine each student's instructional and independent reading levels, for placement in appropriate reading groups.

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using visual and auditory aids to meet the different learning modality needs of students; lots of modeling and explicit instruction in the use

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100%	evaluated and identified as Students with Special needs, more intense support may be provided by participating in Full-Out Mandated Resource Room or Integrated Collaborative Teaching classroom. Presently ICT classes exist in Grades K, 1, 2, 3. The goal is to add one ICT class on a grade each year.		
75%			
50%			
25%			
0%			
100%			
75%			
50%			
25%			
0%			
100%			
75%			
50%			
25%			
0%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

B. Programming and Scheduling Information--Continued

8. 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.
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Determination of whether an ELL student is in need of intervention services is based on performance on standardized tests, i.e. ELA, math, periodic assessments, and classroom work, teacher observations and formative assessments, i.e. Pre & post math tests, writing-on-demand pieces, Running Records. While being a member of a particular ELL sub-group may contribute to the need for intervention, the determining factor for whether a student is in need of intervention services is a student's academic performance and social adjustment. As listed above, intervention may take many different or multiple forms, dependent on student need, i.e. Special Time placement, AIS afterschool; Reading Recovery [Grade 1]; Lower or Upper Grade Literacy Intervention Group; placement in another grade for instruction in a particular content area; At-Risk Resource Room instruction; small group or individual counseling. At-risk intervention services are offered in English, with the support of instructional aids, as needed. Mandated intervention services are provided in the language indicated on the individual student's IEP. Targetted students in mathematics and literacy use Kaplan and Benchmarks for intervention.

9. Newly proficient ELLs receive support during Special Time groups, in addition to all the available classroom supports and interventions available to all students. These students will be provided with testing accommodations for the next two years.

10. This year our ESL teachers will be conducting a mini orientation course [tour of the school; getting to know school personnel; quickly learning essential survival phrases; how to make friends...] for beginner newcomers who speak absolutely no English. This mini orientation will be in addition to the regularly scheduled ESL periods.

11. There will be no discontinuance of any present program or service offered to ELL students.

12. Most students at P.S.131K are presently ELLs or Former ELLs. ALL programs, during or after school or on Saturday [as described in answers to questions in this section above] and all instruction materials, supports are available to ELLs and are put in place specifically to meet the needs of ELL students. ELLs are invited to attend all programs just like all other students at PS 131 are invited. They are not excluded. Letters describing the programs, with a parental choice tear-off [for response] is sent home to ALL students. All support programs have been described in #8 above. Funding for most programs after school and Saturdays are Title 1, Contract for Excellence, or Fair Student Funding. Title III funds are specific for an afterschool program for a limited number of ELLs.

13. As outlined in response to Question # 3 above, all classrooms are print rich and contain word walls, content area vocabulary charts, extensive leveled, genre and topic based libraries and reference books/dictionaries in English and in native languages, where appropriate. Strategy, Process and Content Charts are created by teachers, with and for students, as instructional aids and supports used during lessons and independent worktime. Digital & audio/visual media are available in all classrooms for all students to better communicate; develop/enrich language and conceptual development, i.e. Listening Centers; Whisper Phones; Smart Boards [Grades 2-5]; Mobile Laptop Centers [Grades 2-5]; Desktop computers [all classrooms]; LEAP Frog electronic books; On-line resource subscriptions [RAZ Kids; iExcel; Brainpop; Brainpop Jr.; Brainpop Espanol- available to students/parents from home as well]; Discovery Education United Streaming; World Book Encyclopedia. Also available in all classrooms are an extensive assortment and variety of math manipulatives for hands-on exploration. Two Science LAB rooms [lower and upper grade] contain science materials [for exploration and experimentation] and extensive science libraries aligned with New York State science curriculum outline.

14. As outlined in response to Question # 2a above, native language support is delivered in the following manner:

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Content area lessons [Reading, Writing, S.S., Science] are conducted with a Preview/Review Model [Freeman & Freeman] as follows:

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B. Programming and Scheduling Information--Continued

8. 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.
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in the native language.

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

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

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

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.

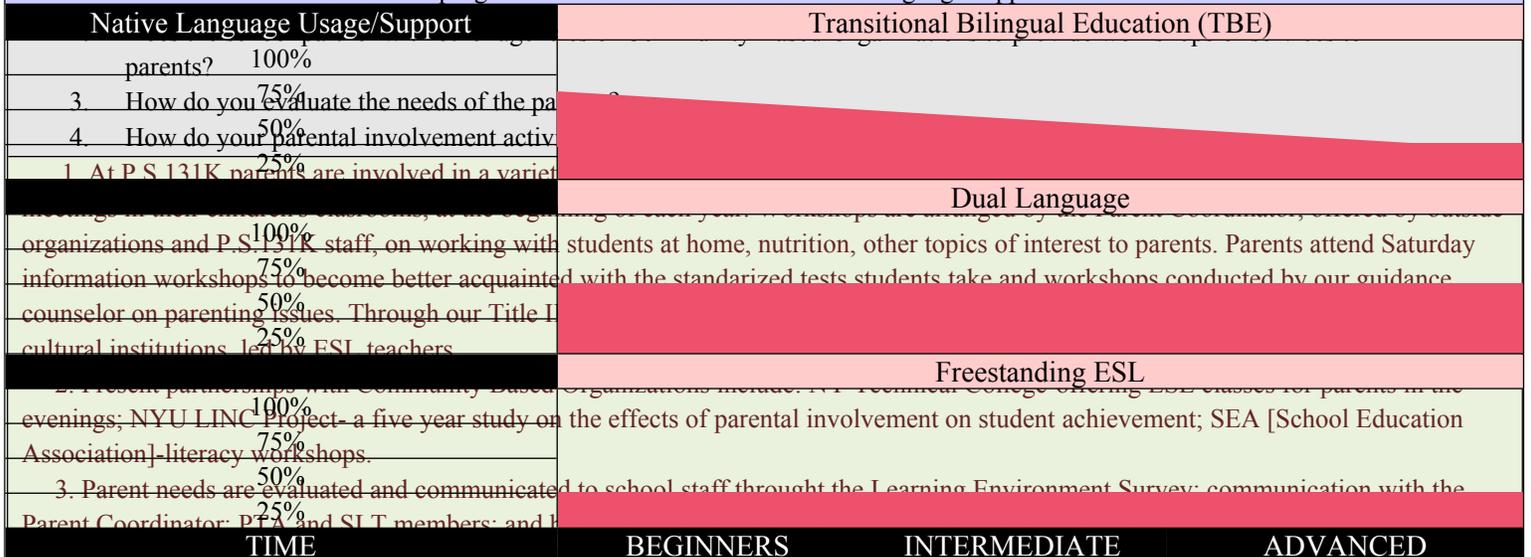
1. Professional development is provided for all pedagogues by an AUSSIE staff developer for math and by Teacher's College staff developers for literacy. Assistant Principals conduct professional development each month for the grades they supervise. All Faculty Conferences are planned as opportunities for the teaching staff to learn from one another. This year the staff will be reading *Bringing Words to Life*, by Beck, McKeown & Kucan, as one way of meeting our goal of providing better vocabulary instruction. The school schedule is arranged so that all grades have at least one common prep period per week to allow teachers time to plan and collaborate. The goal of all professional development is to enhance teacher knowledge/skills to better meet the needs of diverse learners, including ELLs and Students with Special Needs. These staff members include: assistant principals, paraprofessionals, bilingual teachers, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators. Bilingual/ESL coordinators attend professional development opportunities provided by the network.

2. The P.S.131K guidance counselor oversees the transition to middle school, conducting informational meetings for all parents and students about the middle school application process and about programs available, i.e. Prep-for-Prep, College Bound, Superintendent's Programs; assisting with visits to middle schools; providing individual family assistance wherever needed.

3. ESL teachers provide staff development after school on ESL methodologies, Common Branch teachers observe certified, experienced ESL teachers, staff is released to attend out-of-building training/workshops offered by Teacher's College specific for teachers of ELLs.

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

E. Parental Involvement

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

1. At P.S.131K parents are involved in a variety of ways: PTA; School Leadership Team. Parents attend curriculum information meetings in their children's classrooms, at the beginning of each year. Workshops are arranged by the Parent Coordinator, offered by outside organizations and P.S.131K staff, on working with students at home, nutrition, other topics of interest to parents. Parents attend Saturday information workshops to become better acquainted with the standardized tests students take and workshops conducted by our guidance counselor on parenting issues. Through our Title III Grant parents attend instructional meetings on NYSESLAT and at times take trips to cultural institutions, led by ESL teachers.

2. Present partnerships with Community Based Organizations include: NY Technical College-offering ESL classes for parents in the evenings; NYU LINC Project- a five year study on the effects of parental involvement on student achievement; SEA [School Education Association]-literacy workshops.

3. Parent needs are evaluated and communicated to school staff through the Learning Environment Survey; communication with the Parent Coordinator; PTA and SLT members; and beginning this school year, a parent interest survey conducted by the PTA.

4. All parent involvement activities are planned as a direct response to parent request and need. This year, for the first time, P.S.131K will be sending home periodic [4 times per year] progress reports, in addition to three report cards, as a direct response to a parent body request for more communication on student progress.

B. Programming and Scheduling Information--Continued

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9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Determination of whether an ELL student is in need of intervention services is based on performance on standardized tests, i.e. ELA, math, periodic assessments, and classroom work, teacher observations and formative assessments, i.e. Pre & post math tests, writing-on-demand pieces, Running Records. While being a member of a particular ELL sub-group may contribute to the need for intervention, the determining factor for whether a student is in need of intervention services is a student's academic performance and social adjustment. As listed above, intervention may take many different or multiple forms, dependent on student need, i.e. Special Time placement, AIS afterschool; Reading Recovery [Grade 1]; Lower or Upper Grade Literacy Intervention Group; placement in another grade for instruction in a particular content area; At-Risk Resource Room instruction; small group or individual counseling. At-risk intervention services are offered in English, with the support of instructional aids, as needed. Mandated intervention services are provided in the language indicated on the individual student's IEP. Targetted students in mathematics and literacy use Kaplan and Benchmarks for intervention.

9. Newly proficient ELLs receive support during Special Time groups, in addition to all the available classroom supports and interventions available to all students. These students will be provided with testing accommodations for the next two years.

10. This year our ESL teachers will be conducting a mini orientation course [tour of the school; getting to know school personnel; quickly learning essential survival phrases; how to make friends...] for beginner newcomers who speak absolutely no English. This mini orientation will be in addition to the regularly scheduled ESL periods.

11. There will be no discontinuance of any present program or service offered to ELL students.

12. Most students at P.S.131K are presently ELLs or Former ELLs. ALL programs, during or after school or on Saturday [as described in answers to questions in this section above] and all instruction materials, supports are available to ELLs and are put in place specifically to meet the needs of ELL students. ELLs are invited to attend all programs just like all other students at PS 131 are invited. They are not excluded. Letters describing the programs, with a parental choice tear-off [for response] is sent home to ALL students. All support programs have been described in #8 above. Funding for most programs after school and Saturdays are Title 1, Contract for Excellence, or Fair Student Funding. Title III funds are specific for an afterschool program for a limited number of ELLs.

13. As outlined in response to Question # 3 above, all classrooms are print rich and contain word walls, content area vocabulary charts, extensive leveled, genre and topic based libraries and reference books/dictionaries in English and in native languages, where appropriate. Strategy, Process and Content Charts are created by teachers, with and for students, as instructional aids and supports used during lessons and independent worktime. Digital & audio/visual media are available in all classrooms for all students to better communicate; develop/enrich language and conceptual development, i.e. Listening Centers; Whisper Phones; Smart Boards [Grades 2-5]; Mobile Laptop Centers [Grades 2-5]; Desktop computers [all classrooms]; LEAP Frog electronic books; On-line resource subscriptions [RAZ Kids; iExcel; Brainpop; Brainpop Jr.; Brainpop Espanol- available to students/parents from home as well]; Discovery Education United Streaming; World Book Encyclopedia. Also available in all classrooms are an extensive assortment and variety of math manipulatives for hands-on exploration. Two Science LAB rooms [lower and upper grade] contain science materials [for exploration and experimentation] and extensive science libraries aligned with New York State science curriculum outline.

14. As outlined in response to Question # 2a above, native language support is delivered in the following manner:

Transitional Bilingual classes follow a 70:30 model [70% English , 30 % Spanish or Chinese].

Content area lessons [Reading, Writing, S.S., Science] are conducted with a Preview/Review Model [Freeman & Freeman] as follows:

Preview of lesson [5mins]- in native language; Mini-lesson- [10-15 mins.]- in English; Independent Worktime- students practice independently while the teacher confers with individual students in whichever language will most support the individual student's development. Teacher also conducts small group instruction in English, with native language supports [preview & review] as necessary [25 mins.]; Share- in English [5mins]; Review -in native language [5 mins.]. At least one Read Aloud each day is

conducted

in the native language.

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Professional development is provided for all pedagogues by an AUSSIE staff developer for math and by Teacher's College staff developers for literacy. Assistant Principals conduct professional development each month for the grades they supervise. All Faculty Conferences are planned as opportunities for the teaching staff to learn from one another. This year the staff will be reading *Bringing Words to Life*, by Beck, McKeown & Kucan, as one way of meeting our goal of providing better vocabulary instruction. The school schedule is arranged so that all grades have at least one common prep period per week to allow teachers time to plan and collaborate. The goal of all professional development is to enhance teacher knowledge/skills to better meet the needs of diverse learners, including ELLs and Students with Special Needs. These staff members include: assistant principals, paraprofessionals, bilingual teachers, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators. Bilinual/ESL coordinators attend professional development opportunities provided by the network.

2. The P.S.131K guidance counselor over-see the transition to middle school, conducting informational meetings for all parents and students about the middle school application process and about programs available, i.e. Prep-for-Prep, College Bound, Superintendent's Programs; assisting with visits to middle schools; providing individual family assistance wherever needed.

3. ESL teachers provide staff development after school on ESL methodologies, Common Branch teachers observe certified, experienced ESL teachers, staff is released to attend out-of-building training/workshops offered by Teacher's College specific for teachers of 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?

1. At P.S.131K parents are involved in a variety of ways: PTA; School Leadership Team. Parents attend curriculum information meetings in their children's classrooms, at the beginning of each year. Workshops are arranged by the Parent Coordinator, offered by outside organizations and P.S.131K staff, on working with students at home, nutrition, other topics of interest to parents. Parents attend Saturday information workshops to become better acquainted with the standardized tests students take and workshops conducted by our guidance counselor on parenting issues. Through our Title III Grant parents attend instructional meetings on NYSESLAT and at times take trips to

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2. Present partnerships with Community Based Organizations include: NY Technical College-offering ESL classes for parents in the evenings; NYU LINC Project- a five year study on the effects of parental involvement on student achievement; SEA [School Education Association]-literacy workshops.

3. Parent needs are evaluated and communicated to school staff through the Learning Environment Survey; communication with the Parent Coordinator; PTA and SLT members; and beginning this school year, a parent interest survey conducted by the PTA.

4. All parent involvement activities are planned as a direct response to parent request and need. This year, for the first time, P.S.131K will be sending home periodic [4 times per year] progress reports, in addition to three report cards, as a direct response to a parent body request for more communication on student progress.

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)	80	39	15	3	12	4								153
Intermediate(I)		36	19	23	6	6								90
Advanced (A)	36	27	46	22	27	23								181
Total	116	102	80	48	45	33	0	0	0	0	0	0	0	424

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	3	2	1	0	0							
	I		19	8	4	1	2							
	A		36	41	13	16	10							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P		34	24	29	19	17							
READING/ WRITING	B	1	32	9	2	4	2							
	I		35	17	23	6	6							
	A		16	39	22	23	21							
	P		9	10	0	3	0							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	15	23	6	0	44
4	7	24	7	0	38
5	13	26	4	0	43
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	6	1	15	2	17	2	0	0	43
4	2	2	21	1	9	4	1	0	40
5	2	0	20	3	18	6	1	0	50
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1	3	2	14	1	4	0	25
8	0								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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. All students in the Grades K-2, including ELLs, are assessed with ECLAS-2, Running Records [using the Fountas & Pinnell leveling system]; pre & post writing unit writing-on-demand [using the TCRWP Continuum for Narrative WRiting & Continuum for Non-Narrative Writing as a rubric]. As ELL students move up in reading levels, issues arise with comprehension of more complex text and non-fiction texts. To this end, much of our literacy program focuses on developing systems around building comprehension and teaching comprehension strategies.

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

School Name: <u>P.S.131</u>		School DBN: <u>15K131</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ruth Quiles	Principal		11/27/11
Alina Alvarez	Assistant Principal		11/27/11
Lissette Boccasio	Parent Coordinator		11/27/11
Lilia Zelmanovitch	ESL Teacher		11/27/11
Beatrice Osorio	Parent		11/27/11
Kerry Martin	Teacher/Subject Area		11/27/11
Jeanette Bonilla	Teacher/Subject Area		11/27/11
Jennifer Potter	Coach		11/27/11
Maria Caso	Coach		11/27/11
Haydee Rentas	Guidance Counselor		11/27/11
Margarita Nell	Network Leader		11/27/11
Lorraine Donlon	Other <u>ELL Liasion</u>		11/27/11
Meghan Avelluto	Other <u>ESL Teacher</u>		11/27/11
Katarzyna Wallin	Other <u>ESL Teacher</u>		11/27/11
Nancy Vido	Other <u>Subject Area Teacher</u>		11/27/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 15K131 **School Name:** Public School 131

Cluster: 6 **Network:** 612

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.

40% of the 1037 students at P. S. 131 are enrolled in ESL. School data indicates there is a need for written translation to major languages Spanish, Arabic and Chinese. Recent parent meetings indicate a need for written translation into these languages. While we do translate certain information, more is needed to increase parent participation and inform parents of academic programs, participation and approaches. In addition, informal feedback from our Parent Coordinator indicates a strong need for more timely written communication in these languages.

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

Chinese – Family Worker

Urdu – Para Professional

Spanish – Parent coordinator and School Aide

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

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

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

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

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

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: 131	DBN: 15k131
Cluster Leader:	Network Leader: Margarita Nell
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 100 Grades to be served by this program (check all that apply): ●K ●1 ●2 ✱3 ✱4 ✱5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 6 # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The Extended Day Program at 15k131 will follow the Literacy Model and Mathematics Model. The ELL students will participate in the Title III Program twice a week from 3:10 – 4:40 P.M. There will be 5 classes with 20 students in each class. The grades serviced will be 3,4 and 5 A coordinator will facilitate and provide Professional Development. There will be are six teachers paid out of Title III. They each work 3 hours a week which becomes 18 hours a week for 19 sessions. The sessions will run from November through May. On Tuesdays the students will be instructed in literacy and on Thursdays they will receive mathematics instruction. Five teachers and the coordinator are paid from Title III. The teachers will be N.Y.S. Certified Bilingual and ESL. All teachers have New York State certification. Two (2) teachers have Chinese Bilingual Certificates. One (1) teacher has a Spanish Bilingual Certificate. Two (2) teachers plus the Coordinator have New York State ESL Certificates. The coordinator, an ESL teacher, will rotate in and out of this classroom to provide additional instructional support to ELLs.

Supervisors will work in the Saturday Scholars Program for ELL's when the school offers NYSESLAT Test Prep. Saturday Scholars is the name given to Saturday classes for test prep. Supervisors are funded with Title I for Saturday Scholars. In this case it will be classes in preparation for the NYSESLAT. TITLE III Staff will also oversee any parent involvement activities and workshops. During the afterschool program, day one will be Literacy instruction and the second day will be Mathematics instruction. The Literacy Program will use the workshop model. Teachers will use ESL instructional methodology that will develop the four language skills for students at different stages of second language acquisition. Content area ESL will be part of the Language Arts session. The Math program will focus on specific skill building and use a concept-based approach. All instructional activities in ELA and Math will be aligned. Students will be exposed to the Arts through the performances of the SEA Theater program. They will be offered one performance in the school related to the Literacy curriculum and at the same time be provided a cultural experience by visiting the theatre in New York City to see a performance also related to the Literacy Curriculum. All these activities will be funded by Title III. There will be instructional materials purchased to supplement other materials in the Title III Extended Day program. The materials will include fiction and non-fiction literacy support. Test Prep for ELL's will also be acquired. Mathematics materials will also enhance the ELL's student's concepts and skills. Some examples of the materials may include:

Benchmark Education Company

Government and citizenship

Part B: Direct Instruction Supplemental Program Information

* Immigration

- Communities
- Water and Weather
- Changes in the Earth

Other materials may include: Attanansio and Associates

- Spanish/English dictionaries
- Chinese/English dictionaries
- * Russian/English dictionaries
- Urdu/English dictionaries

Other materials may include: Rigby Harcourt Achieve

- Reader's Theatre - Science and Social Studies – Grade 3
- Reader's theatre – Science and Social Studies – Grade 4
- * Reader's theatre -- Science and Social Studies -- Grade 5
- Grade 3 Shared Reading and Writing Strand for ELL's
- Grade 4 Shared Reading and Writing Strand for ELL's
- * Grade 5 Shared Reading and Writing Strand for ELL's

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

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

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here:

A comprehensive on-going professional development program will be implemented for all Title III pedagogues. A coordinator will offer bi-monthly Staff Development including demonstrating the necessary adaptation of curriculum. Teachers will develop curriculum aligned with the New York State Standards in ELA, Math, ESL and Art. The 6 Extended Day teachers will attend these bi-monthly workshops for two hours each session for 7 sessions to develop Best Practices for ELL students. As a group they will engage in action research through an inquiry process. The focus questions that will guide their action research will be “How can we adapt our instruction for ELL’s so that they may improve their academic achievement and reach the standards?” Teachers will focus on identified scaffolds, current ESL strategies, language structures and functions for units of study. Special attention will be given to providing new staff members with strategies on how to adapt the content area curriculum for ELL students. All professional development will be funded out of Title III. Professional books such as English Language Learners, the Essential Guide will be purchased for the professional development Workshops will consist of training in CALLA for the content areas of math and social studies. Teachers will be trained on scaffolding techniques so they can make balanced literacy accessible for ELLs. The professional development schedule is as follows:

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

6 Teachers @ 2 hours for 7 sessions @ \$49.89 = \$ 4,190.76

Mondays at 3:10 to 5:10.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here:

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

Flame Company

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

Tentative schedule for parent workshops:

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

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

Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$47044

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) <ul style="list-style-type: none"> Per session Per diem 	32,210.34	Per Session for Teachers & Supervisor, Per Session for P.D. for teachers
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	1,500	SEA Performance
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	13,333.66	Instructional Materials for students - Professional books for teachers - Books & Materials for Parent Involvement
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$47,044.00	