



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 130

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X130

PRINCIPAL: LOURDES VELAZQUEZ-PEAY **EMAIL:** LVELAZQ@SCHOOL.NYC.GOV

SUPERINTENDENT: TIMOTHY BEHR

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
Lourdes Velazquez-Peay	*Principal or Designee	
David Levin	*UFT Chapter Chairperson or Designee	
Shon Michie	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Mabel Blandino	DC 37 Representative, if applicable	
Adam Castillo	CBO Representative, if applicable	
Mindy Cecchetelli	Member/	
Margaret Thompson	Member/	
Nikolas Nonis	Member	
Juliet McBride	Member	
Julia Martinez	Member/	
Zoraida Martinez	Member/	
Blanca Muentes	Member/	
Maribel Barton	Member/	
Maria De Gante	Member/	

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 support teacher effectiveness in ELA instruction in order to improve student performance in ELA.

The average ELA unadjusted growth percentile will increase from 49.6 (2010-2011) to 54 or more for the current school year (2011-2012) on the ELA State exam for all student subgroups (which includes those identified for improvement by New York State Report Card (All Students, Limited English Proficient, Students with Disabilities)).

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 table below demonstrates the 2010-2011 average ELA ratings and average unadjusted growth percentile for students in 3rd, 4th and 5th grades.

New York City ELA Proficiency Ratings and Growth Percentile		
Grade/Subgroup	Average ELA Rating	Average Unadjusted Growth Percentile
3 rd Grade	2.51	
3 rd Grade ELLs	2.16	
3 rd Grade SWD	2.01	
4 th	2.50	48.16
4 th Grade ELLs	2.25	50.57
4 th Grade SWD	2.26	56.10
5 th Grade	2.46	50.93
5 th Grade ELLs	2.30	51.44
5 th Grade SWD	2.19	30.40
School (grades 3-5)	2.49	49.63

The table below demonstrates the 2010-2011 student performance levels in ELA according to the New York State Education Department School Report.

New York State Performance Level 3 and above	
Grade/Subgroup	2010-2011
3 rd Grade	26 %
3 rd Grade ELLs	5%
3 rd Grade SWD	13%
4 th	23%
4 th Grade ELLs	23%
4 th Grade SWD	13%
5 th Grade	18%
5 th Grade ELLs	8%
5 th Grade SWD	0%
School (grades 3-5)	22%

According to the data provided, the students in grades 3-5 demonstrated an average 2.49 proficiency level in ELA with an average 49.63 unadjusted growth percentile. The students with disabilities average proficiency level was 2.15 and 43.25 unadjusted growth percentile for students in last year's 4th and 5th grade. The ELLs average proficiency levels was 2.24 and growth percentile was 51 for students in last year's 4th and 5th grade. Based on the data, there was a minimal difference in the proficiency levels and growth percentiles between all students and the various subgroups. Therefore, all students will benefit from teachers receiving support and professional development in analyzing data, planning and presenting differentiated instruction and providing differentiated interventions. All constituents agree that students receive a good level of support in their personal and academic development.

What the school needs to improve

Extend the emphasis of rigorous habits and higher order thinking skills across the curriculum and grades for a variety of learners with different needs in order to improve teacher craft and student outcomes.

Promote greater consistency in differentiating instruction based on data, so lesson planning reflects purposeful grouping differentiated activities and targeted questioning that prioritizes student learning.

Develop a cohesive system to ensure that all teachers know their individual students' needs, strengths, achievement, and learning styles across curriculums on an ongoing basis to support targeted instruction.

Ensure that relevant goals are set for all subgroups in English language arts with clear time frames and measurable success criteria in order to improve overall school performance.

Develop structures to evaluate adjustments to curricular and instructional practices and strategic decisions in order to accelerate student progress.

Based on the 2010-2011 Quality Review P.S. 130 does well in the following areas:

The administration makes informed and effective organizational decisions across all aspects of the school to support improvements in learning.

The principal and staff have created a learning community that focuses on student outcomes with a vision to continue to accelerate learning.

The school has established systems for monitoring teaching practice with a focus on improving instructional outcomes.

Teachers develop leadership skills through professional team collaborations utilizing the inquiry process with a focus on enhancing teacher practice to improve student outcomes.

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:

Teachers will meet in Professional Learning Communities focused on the use of the Depth of Knowledge (DOK) Matrix to develop rigorous common core aligned curriculum -embedded tasks

- Teams will develop expertise in the analysis of student work
- Develop understandings of the CCLS selected priority standards (Surfacing the Gap)
- Continued focus on non-fiction texts (Research and Analysis of Nonfiction Strategy - R.A.N.) for all students, including students with disabilities and second language learners.
- Utilization of Reading Tracker for the analysis and diagnosis of student literacy needs (with data for subgroups disaggregated)
- Further develop enrichment programs that shown positive impact on student growth percentile
- Analyze interim assessment data to monitor progress
- Frequent informal and formal observations with explicit feedback regarding teacher practice in order to impact student achievement.
- Fund 2 coaches for the 2011-2012 school year (one of which is the UFT Teacher Center staff member). Both coaches will support teachers with the analysis of data, the planning and modeling of differentiated instruction and provide differentiated intervention strategies. (One coach will work with teachers in grades Pre K, K, 1, and 3, and the other coach will work with teachers in grades 2, 4, and 5)
- Administer Fountas & Pinnell 3x times during the year and track progress (with revised benchmarks to reflect new expectations –CCLS).

- Identify at-risk students and create action plans
- Conduct meetings with Student Intervention Team and Instructional Support Team members and review student progress
- Conduct inter visitations within our school community and with peer schools with an emphasis on ELA to share best practices
- Create interim plans/goals with students
- Continue to roll out Common Core Learning Standards in ELA
- Teacher teams will collaboratively review and revise curriculum to ensure academic rigor and differentiation.
- Teachers will conduct frequent on-going formative assessments in the form of reading and writing conferences.
- Provide additional support in accessing and utilizing class data from ARIS and Acuity
- Administer & Analyze Baseline and Benchmark Assessments
- Targeted Intervention during Extended Day
- Schedule common planning time for teacher teachers teams to focus on a target group of students
- Develop “quick-write challenges” that emphasize extended responses and involve DOK (Level 3&4) cognitive engagement

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 11 through 15 in this CEP.
 - Family Literacy Nights
 - Parent Workshops (examples: Common Core Learning Standards, Reading Tracker, ARIS, State Tests, How to help their child with literacy)

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 become highly qualified, in order to achieve this goal.

Our teachers participate in rigorous, reflective and differentiated professional development which include ample opportunities for teacher leadership and development.

- Each spring we convene our School Hiring Committee. We carefully review all of the resumes that we maintain in our resume file and the credentials of Open Market Transfer candidates. Top candidates are invited for interviews with our committee. At the interview, teachers present their portfolios which are filled with artifacts that speak to who each individual is as an educator. We then ask a series of questions which the committee crafts each year. These questions are consistently used for all candidates and address teacher qualifications and capabilities in the following areas: lesson planning and instructional practices, data driven instruction, collaboration with parents/guardians and colleagues, teaching philosophy and knowledge of our school community, conflict resolution strategies and professional contributions.
- Hiring Committee members rate each response to each question and a score is tabulated for each candidate. The candidates with the highest scores are invited back to the school to meet with the committee, often demonstrating a lesson. After all parties determine that the teacher is a great match for our school community, the Principal offers the position to the teacher. All new hires receive a welcome letter and a professional development survey over the summer. This self-assessment survey helps to identify individual teacher’s areas of strength and areas of need so that differentiated professional development is provided and the appropriate mentor is identified. Teachers meet with instructional coaches to study the curriculum maps for their grade-program and to review the Employee Handbook. New teachers are welcomed at our annual Educator Retreat in August where new and returning employees gather to continue our work as collaborators and to prepare for the year ahead. In-school New Teacher Professional Development is provided throughout the school year with a focus on instructional practices and administrative/clerical matters and targeted teacher teams are provided the opportunities to attend UFT Teacher Center professional development mini-conferences.
- New and returning teachers are supported in a variety of ways. All new teachers are matched to our mentor for weekly meeting that support best practices. New teachers are also mentored by grade leaders and administration. All teachers are partnered with a colleague with whom they conduct three inter-visitations over the course of the year and three sessions to debrief the classroom visits. Each teacher selects one of the Danielson Framework Competencies for an in depth study with her inter-visitations partner. The principal also hosts a “New to Grant Group” on a monthly basis as a forum for attending to the unique

needs of teachers who are new to teaching or new to our school community. All of our teachers participate in lab sites, one-to-one coaching and full days of professional development connected to our work with AUSSIE. Teachers also participate in CFN 606 Professional Workshops and in-house professional development via grade team meetings, faculty meetings, and conference days.

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.

City Year, in coordination with the instructional strategies/activities to achieve our goal will serve in classrooms for up to three hours per day, providing whole class and focus list student support. They will also provide targeted tutoring (1:1 and small group) in English and math, build teacher capacity for differentiated instruction, support students during independent work time and monitor class work completion.

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.

We will continue to support our instructional practices by placing funds in professional development, program support teachers, per diems, attendance at conferences, on-line learning, consultants, per session, and training rate.

- Funding: Contract For Excellence, Title I School Wide Projects, Title II LEP, Title II Immigrant
- Coverages for teachers to attend meetings
- Substitutes to cover for inter-visitation
- Coaches and administration support of teacher teams

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.

To support teacher effectiveness in math instruction in order to improve student performance in Mathematics

The average Mathematics unadjusted growth percentile will increase from 52.1 (2010 - 2011) to 57 for the current school year (2011 – 2012) on the state Math exam for all student subgroups (which includes those identified for improvement by New York State Report Card (All Students, Limited English Proficient, Students with Disabilities)

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 table below demonstrates the 2010-2011 average Math ratings and average unadjusted growth percentile for students in 3rd, 4th and 5th grades.

New York City Mathematics Proficiency Ratings and Growth Percentile		
Grade/Subgroup	Average Mathematics Rating	Average Unadjusted Growth Percentile

3 rd Grade	2.73	
3 rd Grade ELLs	2.29	
3 rd Grade SWD	2.31	
4 th	2.88	48.16
4 th Grade ELLs	2.58	42.17
4 th Grade SWD	2.42	43.00
5 th Grade	2.86	50.93
5 th Grade ELLs	2.51	50.96
5 th Grade SWD	2.44	42.08
School (grades 3-5)	2.83	52.15

The table below demonstrates the 2010-2011 student performance levels in Math according to the New York State Education Department School Report.

New York State Mathematics Performance Level 3 and above	
Grade/Subgroup	2010-2011
3 rd Grade	29%
3 rd Grade ELLs	4%
3 rd Grade SWD	33%
4 th	36%
4 th Grade ELLs	16%
4 th Grade SWD	13%
5 th Grade	44%
5 th Grade ELLs	21%
5 th Grade SWD	17%
School (grades 3-5)	18%

According to the data provided, the students in grades 3-5 demonstrated an average 2.83 proficiency level in Math with an average 52.15 unadjusted growth percentile. The students with disabilities average proficiency level was 2.39 and 42.54 unadjusted growth percentile for students in last year's 4th and 5th grade. The ELLs average proficiency levels was 2.46 and growth percentile was 46.57 for students in last year's 4th and 5th grade. Based on the data, all students with disabilities and English Language Learners will receive scaffolded instruction that will lead to a deeper and more comprehensive understanding of extended responses in mathematics.

Based on the 2010-2011 Quality Review P.S. 130 does well in the following areas:

The administration makes informed and effective organizational decisions across all aspects of the school to support improvements in learning.

The principal and staff have created a learning community that focuses on student outcomes with a vision to continue to accelerate learning.

The school has established systems for monitoring teaching practice with a focus on improving instructional outcomes.

Teachers develop leadership skills through professional team collaborations utilizing the inquiry process with a focus on enhancing teacher practice to improve student outcomes.

All constituents agree that students receive a good level of support in their personal and academic development.

What the school needs to improve

Extend the emphasis of rigorous habits and higher order thinking skills across the curriculum and grades for a variety of learners with different needs in order to

improve teacher craft and student outcomes.

Promote greater consistency in differentiating instruction based on data, so lesson planning reflects purposeful grouping differentiated activities and targeted questioning that prioritizes student learning.

Develop a cohesive system to ensure that all teachers know their individual students' needs, strengths, achievement, and learning styles across curriculums on an ongoing basis to support targeted instruction.

Ensure that relevant goals are set for all subgroups in English language arts with clear time frames and measurable success criteria in order to improve overall school performance.

Develop structures to evaluate adjustments to curricular and instructional practices and strategic decisions in order to accelerate student 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.

- Teachers will attend professional development to deepen their understanding of Common Core Learning Standards in Mathematics
- Teachers will analyze the Mathematics bundles available on the Department of Education Common Core Library to determine its rigor and alignment to CCLS.
- Fund 2 coaches for the 2011-2012 school year (one of which is the UFT Teacher Center staff member). Both coaches will support teachers with the analysis of data, the planning and modeling of differentiated instruction and provide differentiated intervention strategies. (One coach will work with teachers in grades Pre K, K, 1, and 3, and the other coach will work with teachers in grades 2, 4, and 5)
- Provide additional support in accessing and utilizing class data from ARIS and Acuity
- Administer & Analyze Baseline and Benchmark Assessments
- Identify at-risk students and create action plans
- Conduct meetings with Student Intervention Team and Instructional Support Team members and review student progress
- Targeted Intervention during Extended Day
- Schedule common planning time for teacher teachers teams to focus on a target group of students
- Facilitate inter-visitations for Math Lessons as aligned to the action plan to support the sharing of best practices.

Teachers will provide feedback to one another and share best practices through a structured inter-visitation schedule that allows for a minimum of four inter-visitations during the math block

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 11 through 15 in this CEP.

Examples of activities:

- Family Math Nights

Parent Workshops (examples: Common Core Learning Standards, ARIS, State Tests, How to help their child with Math

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 become highly qualified, in order to achieve this goal.

Our teachers participate in rigorous, reflective and differentiated professional development which include ample opportunities for teacher leadership and

development.

- Each spring we convene our School Hiring Committee. We carefully review all of the resumes that we maintain in our resume file and the credentials of Open Market Transfer candidates. Top candidates are invited for interviews with our committee. At the interview, teachers present their portfolios which are filled with artifacts that speak to who each individual is as an educator. We then ask a series of questions which the committee crafts each year. These questions are consistently used for all candidates and address teacher qualifications and capabilities in the following areas: lesson planning and instructional practices, data driven instruction, collaboration with parents/guardians and colleagues, teaching philosophy and knowledge of our school community, conflict resolution strategies and professional contributions.
- Hiring Committee members rate each response to each question and a score is tabulated for each candidate. The candidates with the highest scores are invited back to the school to meet with the committee, often demonstrating a lesson. After all parties determine that the teacher is a great match for our school community, the Principal offers the position to the teacher. All new hires receive a welcome letter and a professional development survey over the summer. This self-assessment survey helps to identify individual teacher's areas of strength and areas of need so that differentiated professional development is provided and the appropriate mentor is identified. Teachers meet with instructional coaches to study the curriculum maps for their grade-program and to review the Employee Handbook. New teachers are welcomed at our annual Educator Retreat in August where new and returning employees gather to continue our work as collaborators and to prepare for the year ahead. In-school New Teacher Professional Development is provided throughout the school year with a focus on instructional practices and administrative/clerical matters and targeted teacher teams are provided the opportunities to attend UFT Teacher Center professional development mini-conferences.
- New and returning teachers are supported in a variety of ways. All new teachers are matched to our mentor for weekly meeting that support best practices. New teachers are also mentored by grade leaders and administration. All teachers are partnered with a colleague with whom they conduct three inter-visitations over the course of the year and three sessions to debrief the classroom visits. Each teacher selects one of the Danielson Framework Competencies for an in depth study with her inter-visitations partner. The principal also hosts a "New to Grant Group" on a monthly basis as a forum for attending to the unique needs of teachers who are new to teaching or new to our school community. All of our teachers participate in lab sites, one-to-one coaching and full days of professional development connected to our work with AUSSIE. Teachers also participate in CFN 606 Professional Workshops and in-house professional development via grade team meetings, faculty meetings, and conference days.

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.

City Year, in coordination with the instructional strategies/activities to achieve our goal will serve in classrooms for up to three hours per day, providing whole class and focus list student support. They will also provide targeted tutoring (1:1 and small group) in English and math, build teacher capacity for differentiated instruction, support students during independent work time and monitor class work completion

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.

We will continue to support our instructional practices by placing funds in professional development, program support teachers, per diems, attendance at conferences, on-line learning, consultants, per session, and training rate.

- Funding: Contract For Excellence, Title I School Wide Projects, Title II LEP, Title II Immigrant
- Coverages for teachers to attend meetings
- Substitutes to cover for inter-visitation
- Coaches and administration support of teacher teams
- Coverages for teachers to attend meetings

- Substitutes to cover for inter-visitation
- Coaches and administration support of teacher teams

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.
Improve student daily attendance average by increasing student attendance from 90.3% to 92% by June 2012 as evidenced on our school's 2012 Progress report

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 attendance rate at PS 130 has shown a slight decrease since 2008-09. In the 2008-2009 school year the attendance rate was 91.7. The attendance rate during the 2009-2010 school year decreased by .5% and continued to decrease the following year by .9%. Analyzing the current rates indicate that the students with disabilities' attendance is significantly lower than the students in the general education population. The current data (September 2011-November 2011) is showing that the attendance rate has improved by 2.93% (93.23%) since last year.

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.
- Monthly Attendance Extravaganzas with City Year for students with perfect attendance
- Address the special education population/transportation
- Ensure that (Positive Behavioral Intervention and Supports) PBIS rewards are linked to attendance
- Recognition breakfast for students and their families
- Monthly bulletin boards highlighting students with perfect and near perfect attendance
- Principal acknowledgment-PA announcements, lunch with the principal
- School trips where positive attendance is the ticket for admission
- Extra time in Physical Education or computer time passes
- Tickets to movies and special events
- Traveling Trophy that circulates from class to class based on attendance achievement
- Attendance lottery for tickets, gift cards, pizza lunches, trips, etc.
- Celebrations for students and their parents at PA meetings

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 11 through 15 in this CEP.
- Strategies and activities that will be implemented to achieve this goal at PS 130 are detailed on the attached Title I Parent Involvement Policy (PIP). The strategies and activities are coordinated with the Parent Coordinator and School Leadership Team to support this goal.

Examples of activities:

- Monthly newsletters/reports of the school's attendance rate
- Monthly notification letters to parents for students identified with less than 92% attendance rate.

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 become highly qualified, in order to achieve this goal.

Our teachers participate in rigorous, reflective and differentiated professional development which include ample opportunities for teacher leadership and development.

- Each spring we convene our School Hiring Committee. We carefully review all of the resumes that we maintain in our resume file and the credentials of Open Market Transfer candidates. Top candidates are invited for interviews with our committee. At the interview, teachers present their portfolios which are filled with artifacts that speak to who each individual is as an educator. We then ask a series of questions which the committee crafts each year. These questions are consistently used for all candidates and address teacher qualifications and capabilities in the following areas: lesson planning and instructional practices, data driven instruction, collaboration with parents/guardians and colleagues, teaching philosophy and knowledge of our school community, conflict resolution strategies and professional contributions.
- Hiring Committee members rate each response to each question and a score is tabulated for each candidate. The candidates with the highest scores are invited back to the school to meet with the committee, often demonstrating a lesson. After all parties determine that the teacher is a great match for our school community, the Principal offers the position to the teacher. All new hires receive a welcome letter and a professional development survey over the summer. This self-assessment survey helps to identify individual teacher's areas of strength and areas of need so that differentiated professional development is provided and the appropriate mentor is identified. Teachers meet with instructional coaches to study the curriculum maps for their grade-program and to review the Employee Handbook. New teachers are welcomed at our annual Educator Retreat in August where new and returning employees gather to continue our work as collaborators and to prepare for the year ahead. In-school New Teacher Professional Development is provided throughout the school year with a focus on instructional practices and administrative/clerical matters and targeted teacher teams are provided the opportunities to attend UFT Teacher Center professional development mini-conferences.

New and returning teachers are supported in a variety of ways. All new teachers are matched to our mentor for weekly meeting that support best practices. New teachers are also mentored by grade leaders and administration. All teachers are partnered with a colleague with whom they conduct three inter-visitations over the course of the year and three sessions to debrief the classroom visits. Each teacher selects one of the Danielson Framework Competencies for an in depth study with her inter-visitations partner. The principal also hosts a "New to Grant Group" on a monthly basis as a forum for attending to the unique needs of teachers who are new to teaching or new to our school community. All of our teachers participate in lab sites, one-to-one coaching and full days of professional development connected to our work with AUSSIE. Teachers also participate in CFN 606 Professional Workshops and in-house professional development via grade team meetings, faculty meetings, and conference days.

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.

City Year, in coordination with the instructional strategies/activities to achieve our goal will serve in classrooms for up to three hours per day, providing whole class and focus list student support. They will also provide targeted tutoring (1:1 and small group) in English and math, build teacher capacity for differentiated instruction, support students during independent work time and monitor class work completion

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.

We will continue to support our instructional practices by placing funds in professional development, program support teachers, per diems, attendance at conferences, on-line learning, consultants, per session, and training rate.

- Funding: Contract For Excellence, Title I School Wide Projects, Title II LEP, Title II Immigrant
- Coverages for teachers to attend meetings
- Substitutes to cover for inter-visitation
- Coaches and administration support of teacher teams
- Title I for PBIS and other attendance incentives

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.
Teachers will improve their assessment practices, as measured by the Danielson rubric competency "Using Assessment In Instruction", with an emphasis in conferencing in ELA and Math

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.
- 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.

According to the 2010-2011 Quality Review, the school needs to promote greater consistency in differentiating instruction based on data, so lesson planning reflects purposeful grouping, differentiated activities and targeted questioning that prioritizes student learning. In addition, the school needs to develop a cohesive system to ensure that all teachers know their individual students' needs, strengths, achievement, and learning styles across curriculums on an ongoing basis to support targeted instruction. It was also observed that there was no consistent use of assessment data to plan specific instruction for various targeted groups of 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.
 - Schedule common planning for teachers and inquiry teams to analyze student work
 - Conduct training sessions on ARIS
 - Create study group for effective conferencing at each grade level (How's it Going?-Carl Anderson)
 - Professional Development on Component 3d of Charlotte Danielson Rubric- "Using Assessment in Instruction" while rolling out Talent Management Pilot (Danielson-Measures of Student Learning- MOSL) or Portfolio/ Group Measure
 - Frequent and consistent formal and informal observations conducted by administration and teacher teams with a focus on the use of assessment in instruction (Component 3d)
 - Use DOK Matrix to develop rigorous ELA and Math tasks
 - Facilitate inter-visitations to view the implementation of teacher-student conferencing
 - Teachers will monitor the progress of students' learning using ongoing and consistent use of conference note data.
 - Revise curriculum maps to include differentiated, rigorous tasks or projects within grade teams.
 - Targeted intervention for students performing in the lowest 1/3 during extended day.
- Fund afterschool program to target ELLs and Special Needs students.

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 11 through 15 in this CEP.

- Strategies and activities that will be implemented to achieve this goal at PS 130 are detailed on the attached Title I Parent Involvement Policy (PIP). The strategies and activities are coordinated with the Parent Coordinator and School Leadership Team to support this goal.

Example of Activities:

- Parent Information Sessions (examples: Citywide Instructional Expectations, State Expectations, Race to the Top)

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 become highly qualified, in order to achieve this goal.

Arial Narrow**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.
- City Year, in coordination with the instructional strategies/activities to achieve our goal will serve in classrooms for up to three hours per day, providing whole class and focus list student support. They will also provide targeted tutoring (1:1 and small group) in English and math, build teacher capacity for differentiated instruction, support students during independent work time and monitor class work completion.

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.

We will continue to support our instructional practices by placing funds in professional development, program support teachers, per diems, attendance at conferences, on-line learning, consultants, per session, and training rate.

- Funding: Contract For Excellence, Title I School Wide Projects, Title II LEP, Title II Immigrant
- Coverages for teachers to attend meetings
- Substitutes to cover for inter-visitation
- Coaches and administration support of teacher teams

Title I for PBIS and other attendance incentives

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.

- **Improve teacher effectiveness by developing a shared understanding of instructional excellence.**
- **Principals and APs will conduct 4-6 observations for each teacher using selected components of a research-based rubric to provide meaningful feedback a research-based rubric will be used for developing all teachers.**

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 2010-2011 Quality Review revealed that a focus on effective instructional practice was an area of need for most teachers in the school. The suggestion of more frequent informal assessments with specific feedback regarding teacher craft and its impact on student outcomes. As a result the school applied to participate in the Talent Management Pilot which focused on teacher effectiveness using the Charlotte Danielson Framework. In the 2010-2011 school year, teachers and administrators began developing understandings of the research-based rubric that supports teacher's best practices with the emphasis on providing meaningful feedback.

Based on our needs assessment in the previous goals, we have determined that improving teaching effectiveness is a key component to improving student outcomes in ELA and Mathematics.

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.
- Professional Development on Component 3d of Charlotte Danielson Rubric
- Teachers self-assess on selected components of a research-based rubric.
- School Leaders, coaches and induction committee develops and implements a coherent PD plan for teachers that integrate the selected components of a research-based rubric.
- School leaders set up and follow a schedule for teacher observation and feedback using a research-based rubric
- Frequent and consistent formal and informal observations conducted by administration and teacher teams with timely oral and written feedback.
- Opportunities for teachers to attend professional development sessions provided by the Network, UFT Teacher Center and Talent Management with a focus on the effective implementation of CCLS and the development of a common understanding of the Danielson Framework.
- Revise curriculum maps to include differentiated, rigorous tasks or projects within grade teams.
- Targeted intervention for students performing in the lowest 1/3 during extended day.

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 11 through 15 in this CEP.

- Strategies and activities that will be implemented to achieve this goal at PS 130 are detailed on the attached Title I Parent Involvement Policy (PIP). The strategies and activities are coordinated with the Parent Coordinator and School Leadership Team to support this goal.

Example of Activities:

Parent Information Sessions (examples: Citywide Instructional Expectations, State Expectations, Race to the Top, Performance Tasks, Intervention Services)

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 become highly qualified, in order to achieve this goal.

- Each spring we convene our School Hiring Committee. We carefully review all of the resumes that we maintain in our resume file and the credentials of Open Market Transfer candidates. Top candidates are invited for interviews with our committee. At the interview, teachers present their portfolios which are filled with artifacts that speak to who each individual is as an educator. We then ask a series of questions which the committee crafts each year. These questions are consistently used for all candidates and address teacher qualifications and capabilities in the following areas: lesson planning and instructional practices, data driven instruction, collaboration with parents/guardians and colleagues, teaching philosophy and knowledge of our school community, conflict resolution strategies and professional contributions.
- Hiring Committee members rate each response to each question and a score is tabulated for each candidate. The candidates with the highest scores are invited back to the school to meet with the committee, often demonstrating a lesson. After all parties determine that the teacher is a great fit for our school community, we offer the position to the teacher. All new hires receive a welcome letter and a professional development survey over the summer. This survey invites teachers to self-identify areas where they need support as well as areas of expertise. Teachers meet one on one with the principal to study the curriculum maps for their grade-program and to review the Employee Handbook. New teachers are welcomed at our annual Educator Retreat in August where new and returning employees gather to continue our work as collaborators and to prepare for the year ahead.

New and returning teachers are supported in a variety of ways. All new teachers are matched to our mentor for weekly meeting that support best practices. New teachers are also mentored by grade leaders and administration. All teachers are partnered with a colleague with whom they conduct three inter-visitations over the course of the year and three sessions to debrief the classroom visits. Each teacher selects one of the Danielson Framework Competencies for an in depth study with her inter-visitations partner. The principal also hosts a "New to Grant Group" on a monthly basis as a forum for attending to the unique needs of teachers who are new to teaching or new to our school community. All of our teachers participate in lab sites, one-to-one coaching and full days of professional development connected to our work with AUSSIE. Teachers also participate in CFN 606 Professional Workshops and in-house professional development via grade team meetings, faculty meetings, and conference days.)

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.

City Year, in coordination with the instructional strategies/activities to achieve our goal will serve in classrooms for up to three hours per day, providing whole class and focus list student support. They will also provide targeted tutoring (1:1 and small group) in English and math, build teacher capacity for differentiated instruction, support students during independent work time and monitor class work completion

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.

We will continue to support our instructional practices by placing funds in professional development, program support teachers, per diems, attendance at conferences, on-line learning, consultants, per session, and training rate.

- Funding: Contract For Excellence, Title I School Wide Projects, Title II LEP, Title II Immigrant
- Coverages for teachers to attend meetings
- Substitutes to cover for inter-visitation
- Coaches and administration support of teacher teams
- Title I for PBIS and other attendance incentives

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	3	3	N/A	N/A		2	2	4
1	6	5	N/A	N/A		2	3	0
2	7	7	N/A	N/A	10	2	6	2
3	51	49	N/A	N/A	10	2	52	5
4	52	44				2	69	8
5	49	45				2	25	8
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</p>	<ul style="list-style-type: none"> • Small class size which facilitates small group academic intervention strategies on a daily basis during the course of the instructional day • Triumphs Intervention Program (McGraw-Hill) All Special Needs and Dual Language classes will use this intervention program designed to address vocabulary, comprehension, and word study at the students' instructional levels thereby gradually increasing their reading skills • Wilson Reading System – a program that is designed for students who struggle with decoding and spelling. WRS directly teaches the English language. It is appropriate for Level 1 and 2 students • All Level 3 and 4 students in grades 3-5 are invited to receive AIS by certified teachers during the extended day (37.5 minutes) instructional program • Saturday Academy – students in grades 3-5 who have demonstrated a high Level 2 or low Level 3 on New York City Interim and Predictives on ELA Assessments are invited to attend Saturday Academy to provide intervention services that address areas of difficulty • Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance or who have been identified as potential holdovers receive small group instruction. • Students in Grades 4 – 8, who are performing at Level 1 or Level 2 on New York State English language arts (ELA), receive small group instruction.
<p>Mathematics</p>	<p>Small class size which facilitates small group academic intervention strategies on a daily basis during the course of the instructional day</p> <p>Saturday Academy – students in grades 3-5 who have demonstrated a high Level 2 or low Level 3 on New York City Interim and Predictives on Math Assessments are invited to attend Saturday Academy to provide intervention services that address areas of difficulty</p> <ul style="list-style-type: none"> • Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance or who have been identified as potential holdovers receive small group instruction. <p>Students in Grades 4 – 8, who are performing at Level 1 or Level 2 on New York State Math, receive small group instruction.</p>
<p>Science</p>	<p>Small class size which facilitates small group academic intervention strategies on a daily basis during the course of the instructional day</p> <p>All Level 3 and 4 students in grades 3-5 are invited to receive AIS by certified teachers during the extended day (37.5 minutes) instructional program</p>

Social Studies	<p>Small class size which facilitates small group academic intervention strategies on a daily basis during the course of the instructional day All Level 3 and 4 students in grades 3-5 are invited to receive AIS by certified teachers during the extended day (37.5 minutes) instructional program</p>
At-risk Services provided by the Guidance Counselor	<p>The at-risk services provided by the guidance counselor include but are not limited to small group sessions on positive behaviors and explicit teaching of skills within the framework of the Positive Behavior Intervention System (PBIS) model</p>
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • Create IEP, case manager of the IEP Team and the evaluation process • Conduct classroom observations • Consult with school staff, parents, students and outside agencies regarding behavior and mental health issues • Attend weekly Student Intervention Team meetings • Meet with parents concerning children’s educational and mental health needs • Creates FBA’s and BIP’s and Behavior Support Plans for at-risk students
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • Provide counseling services individually and/or in groups (pull out and push in) • To identify social/emotional development or environmental factors that could impact or prevent academic success during the school day • Help to create positive, healthy and safe academic environments that support development during the school day • Help students to manage their issues and regain focus on their academics • Attend weekly Student Intervention Team and Instructional Support Team meetings • Coordinate and facilitate communication with community based services (mental health agencies, hospitals, ACS and CBO’s) • Initiate mental health referrals and other support services as necessary • Provide whole class tutoring with “The Conflict and Communication Skills Management Program” to grades 3, 4 and 5 once a week during the school day • Conduct classroom observations, teacher interviews, parent interviews to create Behavioral Support Plans for individual students
At-risk Health-related Services	<ul style="list-style-type: none"> • Treat the student as a whole: depending upon the condition (disability) of the student • Teach students to be independent in activities of daily living at maximum functional level • Improve fine and gross motor skills • Improve eye/hand dexterity and hand manipulation to improve writing skills and other academic work • Open Airways Program during the school day • Beat Diabetes Education • H.O.P. (Healthy Options Program) during the school day.

**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)

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 Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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.

**2011-2012 SINI Grant School Chart
Funding Period – September 1, 2011 to August 31, 2012**

School DBN: 08x130 **School Name:** PS 130

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M, and N on the SINI schools spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 **X** Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused **X** Comprehensive

Intervention: School Quality Review (SQR) **X** External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

List all accountability measures (ELA, Mathematics, Science, and/or Graduation Rate) identified for improvement. Include the grade level (Grades 3-8 and/or High School) and specific subgroups (All Students, Asian, Black, Hispanic, Native American, White, Multi-racial, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities) that did not make AYP.

Note: For below, your accountability measure and subgroups can be found in the columns noted below.

Grade 3-8 Identifications	High School Identifications
All students ELA and Math	COLUMN T
Hispanic or Latino ELA and Math	COLUMN U
Limited English Proficient ELA and Math	COLUMN V
Economically Disadvantaged ELA and Math	

In the chart below, describe the activities you wish to fund in order to implement your SINI response plan. For each activity:

- Indicate the Activity Type as either:
 (A) Implementing a recommendation from a prior SQR, ESCA, or JIT, or
 (B) Implementing Common Core State Standards (CCSS), Data Driven Inquiry (DDI), and/or the new teacher and principal evaluation system/Annual Professional Performance Review (APPR).
- For actions coded as Activity Type (A), include in your Description of Activities the recommendation and the page in the report where it can be found.
- For professional development activities, include in your Description of Activities the research basis for the activity and how you will measure its impact.
- Include the dates, object code, and costs for each activity.

Note: Below is an example. Please replace and use the specific information that pertains to your school's activity.

Description of Activities	Activity Type (A) or (B)	Activity Dates	Object Code	Associated Costs
<p>In order to support the implementation of Common Core Learning Standards, PS 130 will use SINI funds to:</p> <ul style="list-style-type: none"> ▪ extend the number of days our AUSSIE consultant will provide professional development and teacher support in the implementation of Common Core Learning Standards (CCLS), the development of CCLS aligned writing rubrics, learning from student work and revising curriculum maps. <p>Based on PS 130's school report, all students in grades 3-5 did not make AYP in Literacy. In order to support the goals of PS 130 in the area of teacher effectiveness in ELA, professional development activities will include, but will not be limited to:</p> <ol style="list-style-type: none"> 1. Unpacking the CCLS 2. Nonfiction Text Features 3. Literacy Strategies: <ul style="list-style-type: none"> Questioning Determining Importance Visualizing Infer Meaning Monitoring Comprehension Activate and Connect 	B	1/12-6-12	689A	\$11,750 1,175 per Day)

<ul style="list-style-type: none"> purchase a variety of leveled non-fiction books in English and in Spanish and other general supplies. 	<i>B</i>		<i>130</i>	<i>\$8,250</i>
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Total amount for this school:	\$20,000 *
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For internal purposes only:
 Programmatic approval (SIL): _____
 Fiscal approval (CFN): _____

* Grant funds may not be used for construction, renovation, furnishings, or acquisition of technology. Charts with supplies and materials in excess of 10% of the grant (\$2,000) will not be approved.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 08x130 **School Name:** PS 130

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 X Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic FocusedX Comprehensive

Intervention: x School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The State Report Card indicates that all students in grades 3-5 did not make AYP in ELA and Math.

The School Quality Review indicated that the school needed to:

- extend the emphasis of rigorous habits and higher order thinking skills across the curriculum and grades for a variety of learners with different needs in order to improve teacher craft and student outcomes
- promote greater consistency in differentiating instruction based on data, so lesson planning reflects purposeful grouping differentiated activities and targeted questioning that prioritizes student learning
- develop a cohesive system to ensure that all teachers know their individual students' needs, strengths, achievement, and learning styles across curriculums on an ongoing basis to support targeted instruction
- ensure that relevant goals are set for all subgroups in English language arts with clear time frames and measurable success criteria in order to improve overall school performance
- and develop structures to evaluate adjustments to curricular and instructional practices and strategic decisions in order to accelerate student progress

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The interventions the school will implement to support improved achievement are:

- more frequent informal observations with timely and focused feedback
- professional development with differentiation, conferencing, goal setting, and rigor as the focus
- consistent triangulation of data
- more frequent inter-visitations among the teachers.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional

development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

The professional development that will be provided at PS 130 will include instructional strategies that meet the needs of all learners (especially ELLs and SWD). This professional development will be ongoing and will be provided by staff members during and after school.

We will also be utilizing the services of AUSSIE for 20 days. The consultant will provide professional development in a variety of forms with a focus on Common Core Learning Standards. The AUSSIE consultant will help by coaching the teachers on best instructional practices, the alignment of rubrics and the enhancement of our curriculum maps. We have found that coaching is an effective way to increase the capacity of our current programs, sustainability of practices, and teacher ability.

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

All teachers that are eligible for teacher mentoring are matched with a fellow colleague that is the best match. They receive one on one coaching at least once a week and 1 period of in-class support in the form of observation, demonstration lessons or co-teaching.

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

The Principal, Bilingual Parent Coordinator, Instructional Coach and Data Specialist will engage the parents in a comprehensive workshop to review our schools current report card data. At that time we will also discuss our response plan to address those areas in need of improvement.

**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 Jose Ruiz/Petrina Palazzo	District 08	Borough Bronx	School Number 130
School Name Abram Stevens Hewitt			

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

Principal Lourdes Velazquez-Peay	Assistant Principal Darlene Stokes McWhales
Coach Mindy Cecchetelli	Coach Evelyn Hernandez
ESL Teacher Carlo Sforza	Guidance Counselor type here
Teacher/Subject Area Connie Lobdell/4th Gr. DL	Parent type here
Teacher/Subject Area Maria Cortez/3rd Gr. DL	Parent Coordinator Maria Alers
Related Service Provider type here	Other type here
Network Leader type here	Other type here

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	1.5	Number of certified bilingual teachers	6	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	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	0		

D. School Demographics

Total number of students in school	476	Total Number of ELLs	128	ELLs as share of total student population (%)	26.89%
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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. When a new student arrives at P.S.130, the parents fill out a registration form along with the Home Language Identification Survey. The ELL Coordinator assists the parent(s) in English. If a translator is needed, the Parent Coordinator or Dual Language teacher assists in Spanish. The ELL Coordinator reviews the Home Language Identification Survey (HLIS) for testing eligibility. If a preliminary decision to test is reached, the ELL Coordinator(along with the Parent Coordinator/Dual Language teacher) informally interviews the child and the parent in English and his/her native language, and may, as necessity dictates, review pertinent information on the registration form with the parent. This informal interview process helps to determine if the information on the HLIS is correct. If a staff member is not available to interview in the child's or parent's native language, the Translation/Interpretation Unit is contacted for assistance. The ELL Coordinator along with the ESL teacher administer the LAB-R. The ESL teacher administers the Spanish LAB. To ensure all ELLs receive the NYSESLAT annually, the Bilingual Coordinator/Test Coordinator reviews the RLER ATS report to check the list of eligible students. This report is reviewed once a month for new admits from other schools.

The ELL Coordinator/Test Coordinator print the RLER before the NYSESLAT is administered and check it with the pre-printed student grids received. This is done for the Listening/Speaking sections and then for the Reading/Writing sections. If there is a student on the RLER and no pre-printed grid, a grid is made. On the day each section is administered Dual Language teachers, the ESL teachers, the SETTS teacher, and the Speech and Language teacher are given attendance sheets to ensure all absentees are accounted for and tested.

2. Assuming that the HLIS identifies the child as eligible for testing, the LAB-R (Spanish LAB if needed) is always administered within 10 days of the child's enrollment to the school. If it is determined that the student requires services as per the LAB-R/Spanish LAB results, an entitlement letter is sent home the day the LAB-R/Spanish LAB was administered. Then those parents/guardians are invited to attend an Orientation for Parents of English Language Learners within the 10 days of enrollment. The invitations are made available in the parent's native language and sent home. Additionally, parents are called by the Parent Coordinator, and/or Dual Language Teachers, about the Orientation Meeting. The Orientation Meeting is designed to inform the parents/guardians of the 3 ELL programs(Transitional Bilingual, Dual Language, and ESL) available to his/her child. Additionally, parents view the video, "For Parents of English Language Learners" in their language of choice. After the video is viewed, a question/answer session is provided for the parents. Bilingual staff members are available to address questions/concerns. After the parent/guardian completes the Program Selection form and Parent Survey, the Principal, ELL Coordinator, ESL teacher, and if available a Dual Language teacher review the selections the parents/guardians have made. The next day students are placed according to the parents/guardians selection. Also, the next day parents/guardians are notified if the program they selected for their child is unavailable at PS 130. The parent/guardian is notified of the programs offered at PS 130 and also reminded that they have the option to transfer their child to a school which has the program they selected. They are also reminded that their selection is for the present school year and they can review their selection the following year. Parents/Guardians are also provided with the Guide for Parents of English Language Learners, an informative packet which details pertinent information regarding ELLs.

3. After a student has been identified as an ELL (based on the information provided on the Home Language Identification Survey and

LAB-R/Spanish LAB results), the ELL Coordinator sends home an entitlement letter in the parent's/guardian's first language and an invitation to the Parent Orientation Meeting. Copies of entitlement letters are kept on file in the ELL Coordinator's office. At the end of the Parent Orientation meeting, parents/guardians turn in their completed Parent Survey and Program Selection Forms. The completed Parent Surveys and Program Selection Forms are kept on file in the ELL Coordinator's office. Any Parent Surveys and Program Selection Forms that are returned at other times other than the Parent Orientation Meeting, are completed with the ELL Coordinator and Parent Coordinator.

These parent selection choices determine the ELL program models available at P.S.130. Review of the Parent Survey and Program Selection Forms for the past few years show that the majority of parents/guardians choose the Dual Language Bilingual Program. If a Program Selection form is not returned, outreach is made by the classroom teacher, Parent Coordinator and/or ELL Coordinator.

4. After we receive a completed Program Selection form from the parent, if the choice is Dual Language, the student is placed in a Dual Language class in the appropriate grade. If the parent selects Freestanding ESL, the child is placed in a monolingual class with pull-out or push-in ESL services (with mandated hours provided). Placement letters are sent home the following day to notify parents/guardians of their child's placement. If a parent selects a program that is currently unavailable in the school due to limited requests, other options are discussed with the parent/guardian. Copies of placement letters are kept in the Bilingual Coordinator's office.

Continuation of Services letters were sent home to students who are still entitled to service as of the Spring 2011 NYSESLAT. Copies of the Continuation of Services letters and kept in the Bilingual Coordinator's office.

5. Due to the continued pattern and trend of parents requesting Dual Language as their primary choice, the school continues to offer Dual Language classes in grades 1-5. The data collected throughout the years shows that about 60% of the parents choose the Dual Language model for their child; and about 40% of the parents choose Freestanding ESL. This year, of the 18 ELLs in kindergarten, about 60% of the parents chose Dual Language, about 10% chose Transitional Bilingual, and about 30% chose ESL. Although the majority of the parents chose Dual Language, we did not have the mandated number of students to form the class.

6. The Dual Language and ESL model offered at our school are aligned with parent requests. Kindergarten parents who requested Dual Language or Transitional Bilingual this year will have the option next year to place their child in a bilingual program.

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 <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): Spanish

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 (60%:40% → 50%:50% →)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
75%:25%)														
Dual Language (50%:50%)		1	1	1	1	1								5
Freestanding ESL														
Self-Contained														0
Push-In	3	2												5
Total	3	3	1	1	1	1	0	0	0	0	0	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	128	Newcomers (ELLs receiving service 0-3 years)	97	Special Education	24
SIFE	2	ELLs receiving service 4-6 years	31	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	44	1	2	18	0	3	0	0	0	62
ESL	53	1	13	13	0	6	0	0	0	66
Total	97	2	15	31	0	9	0	0	0	128

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0

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
TOTAL	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	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish	0	0	18	5	9	7	7	10	14	3	17	4							65	29
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	18	5	9	7	7	10	14	3	17	4	0	0	0	0	0	0	65	29

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 65

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino: 29

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	19	5	12	3	7	10								56
Chinese														0

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
Russian			1											1
Bengali														0
Urdu														0
Arabic		1												1
Haitian														0
French			1											1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1		1	1	1									4
TOTAL	20	6	15	4	8	10	0	63						

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?

1. There are 5 Dual Language classes at P.S.130, grades 1-5. The numbers of ELLs in each class are: Grade 1, 18 students; Grade 2, 7 students; Grade 3, 7 students; Grade 4, 14 students; and Grade 5, 16 students. The Grade 5 Dual Language class is also designated as a CTT class, with one Special Teacher and one Bilingual Teacher. The current total of ELLs in the Dual Language classes is 65 students. The 5 Dual Language Teachers are certified bilingual teachers. Dual Language classroom teachers provide 50% of the instructional time for ESL/ELA and 50% for NLA instruction. The organizational model of the Dual Language classes is self-contained. The program model is graded, with heterogeneous grouping. The organizational model the full time ESL certified teacher uses is pull-out. His program model is ungraded, with homogeneous

A. Programming and Scheduling Information

grouping. He services ELLs in grades K-5. He delivers all the mandated minutes for grades 2-5. He delivers all mandated minutes for Kindergarten and grade 1 Special Ed and 100 mandated minutes to grade 1 General Ed. The organizational model the F-status ESL teacher uses is push-in. Her program model is graded, with homogeneous grouping. She delivers all mandated minutes for Kindergarten General Ed, and 260 mandated minutes to grade 1 General Ed.

2. The organization of our staff ensures that the mandated number of instructional minutes is provided because each Dual Language class has a certified bilingual teacher, providing NLA instruction Monday and Wednesday, and English instruction Tuesday and Thursday. Fridays are teacher's choice (NLA or ESL). This structure ensures that students explicitly receive more than the minimum required number of minutes in each program model. The full-time ESL teacher's program reflects the following number of mandated minutes and is ungraded. The beginner and intermediate students are grouped together (utilizing differentiated instructional strategies) receiving 360 minutes per week, and the advanced students are homogeneously grouped receiving 180 minutes per week. The full-time ESL teacher and the F-status teacher share mandated minutes for the first grade general ed students. The full-time ESL teacher provides 100 mandated minutes for the first grade (general ed) beginner/intermediate group. The F-status ESL teacher's program reflects the following mandated minutes and is graded. The kindergarten (general ed) advanced group receives 180 minutes per week and the kindergarten (general ed) beginner and intermediate group receives 360 minutes per week. The first grade (general ed) beginner and intermediate group receives 260 minutes per week.

3. The content is delivered in blocks of time, (either 45 or 90 minutes) depending on subject specifications. In the Dual Language classrooms, Mondays and Wednesdays are days when subject areas are delivered through NLA (Spanish) to facilitate understanding and content comprehension. Tuesdays and Thursdays are days when subject areas are delivered in English. Fridays language of instruction is up the teachers' discretion. The Dual Language classes use Everyday Math in English and Spanish, Harcourt Science in English and Spanish and Houghton Mifflin Harcourt Social Studies in English and Spanish. The full-time, and part-time ESL teachers intergrate content area instruction into their literacy instruction. If a student needs support in his/her native language, the ESL teachers provide instructional support to facilitate comprehension (i.e. language objectives, use of cognates, and cultural references.)

4. To evaluate our Spanish speaking ELLs in their native language we use the Spanish Fountas and Pinnell Benchmark System and take running records during guided reading in Spanish. We also use Everyday Math in Spanish and the unit tests that accompany the program. The teachers also make their own assessments in the content areas.

5. Differentiated instruction for ELL subgroups is achieved by having plans in place ahead of time to meet the specific needs of these subgroups:

- a) Our SIFE students are in the Dual Language Program. SIFE students are assigned a "buddy" who helps them "catch up" on what they may have missed; additionally Sheltered Instruction Observation Protocol (SIOP) is used which supports the students by using visuals/manipulatives, along with the teacher's use of explicit instruction which adds support to the student. Classroom teachers differentiate their instruction as needed using the following strategies: Choice Boards, RAFTs, jigsaws, flexible grouping, etc. SIFE students participate in Extended Day and after-school programs to help them recoup lost academic time.
- b) ELLs who are in the U.S. schools less than three years attend our Extended Day tutoring in the Wilson Reading Program. Classroom teachers use strategies during their lessons that help these children make connections to their own experiences and cultures. Dual Language teachers in grades 3-5 use the option of using English on Fridays to give additional support to these students. These students are also invited to attend our after-school programs to receive addition support.
- c) ELLs receiving services for 4 to 6 years work in heterogenous cooperative groups, where they share learning tasks with other students who are strong in areas where they are weak. They also participate in Extended Day tutoring and After-school programs, which strengthen their areas of weakness through grade-appropriate enrichment activities.
- d) ELLs who have completed six years will be referred to the Instruction Support Team (IST) to see what strategies can be put into place to help these students gain the skills they need to pass the NYSESLAT. Special Needs students are brought before the IST periodically for further intervention and evaluation.

6. The teachers of ELL-SWDs use instructional strategies such as choice boards, RAFTs, jigsaws, flexible grouping to provide access to

A. Programming and Scheduling Information

academic content areas and accelerate English language development. The Dual Language teachers use research based strategies such as the SIOP (Sheltered Instructional Observation Protocol) and CALLA (Cognitive Academic Language Learning Approach). The Dual Language classes have all content area materials in English and Spanish, along with English and Spanish leveled libraries. All of our ELL, SWDs are also currently using Imagine Learning English in their classrooms.

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%	100%	100%	100%
75%	75%	75%	75%
50%	50%	50%	50%
25%	25%	25%	25%
0%	0%	0%	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

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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
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. After analyzing our NYSESLAT data we are continuing Imagine Learning English (K-5) to improve phonics, fluency, comprehension, vocabulary and phonemic awareness. RTI is used to address weaknesses in all content areas in English and the student's native language. All ELLs are invited to attend our after-school programs. All ELLs in grades 3-5 are invited to our Extended Day tutoring. ELLs who have recently entered school in the U.S. use the Wilson Reading Program that teaches the structure of English through multisensory language instruction. Also during Extended Day tutoring, ELLs receive small group instruction in reading and math in which research based strategies designed for ELLs are used. Native language support is given as needed. Our NYSESLAT data shows that 37 students stayed at the same proficiency level for the last 2 or 3 years. These students will be invited to our Saturday Academy to provide small group targeted instruction in the reading and writing strands.

9. ELLs who have reached proficiency on the NYSESLAT receive continued transitional supports in small group instruction during Extended Day tutoring and are invited to attend our after-school programs. Former ELLs receive test accommodations for 2 years after they have become proficient on NYSESLAT.

B. Programming and Scheduling Information--Continued

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15. Required service support and resources are grade appropriate. We also supplement the core materials with high interest low readability levels i order to increase a students' love for reading.

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

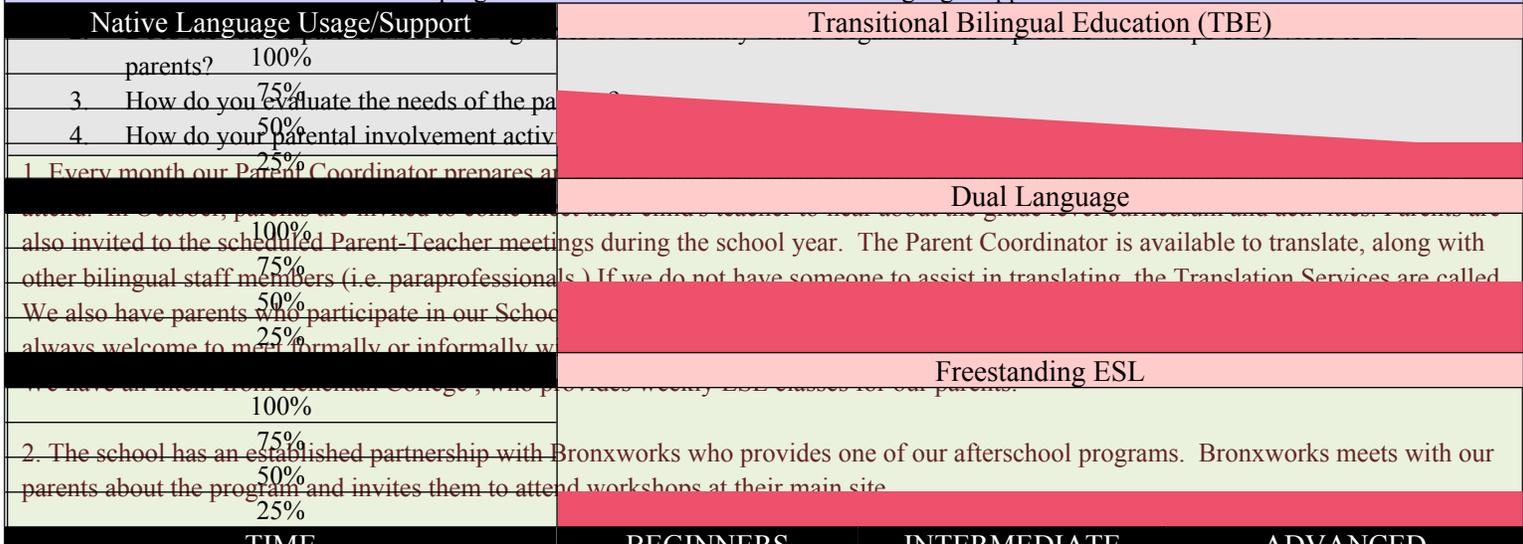
	Beginning	Intermediate	Advanced
C. Schools with Dual Language Programs			
1. How much time (%) is the target language used for EPs and ELLs in each grade?			
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?			
3. How is language separated for 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)?			
<p>1. In our Dual Language classes 50% of the instruction is in English and 50% of the instruction is in Spanish.</p> <p>2. English Proficient students and English Language Learners are integrated during the entire instructional day and receive all content area instruction together.</p> <p>3. Language is separated by the day. Monday and Wednesday instruction is in Spanish. Tuesday and Thursday instruction is in English. Friday's language instruction is determined by student needs and the language proficiency levels of the class.</p> <p>4. The Dual Language model used is self-contained.</p> <p>5. Emergent literacy is taught in both languages at the same time.</p>			

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.			
<p>1. A series of 5 workshops (1 1/2 hour each) on strategies for teaching English Language Learners will be offered to all teachers by Carmen Whitlow. These sessions will be conducted on October 24, 2011, October 31, 2011, November 21, 2011, November 28, 2011 and December 12, 2011. The full-time ESL teacher attends the Network ELL Leadership and Learning Workshop series on December 6, 2011 and January 10, 2011 and turnkeys information at grade/department meetings. Inter-visitations between Dual Language teachers and teachers who have ESL students are done to observe strategies for teaching our ELLs. New teachers are assigned a mentor who supports his/her professional needs. The mentor works with their assigned teachers for 2 periods a week, one in-class visit and one conference.</p> <p>2. In the spring, students are invited to the middle school to visit with staff and students. The Parent Coordinator, Teachers and parents accompany our students. The programs the school offers are explained to the students, and parents. The Assistant Principal and the Social Worker attended a district meeting in October to train them in assisting parents and students in filling out the applications. The Social Worker will have a parent meeting after the applications are available.</p> <p>3. The minimum 7.5 hours of ELL training will be met by a series of 5 workshop (1 1/2 hour each) on the strategies for teaching English Language Learners will be offered to all teachers by Carmen Whitlow. The attendance sheets and agendas will be kept on file in the ELL Coordinators office.</p>			

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.



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. Every month our Parent Coordinator prepares and sends home a calendar of events/workshops (in English and Spanish) for parents to attend. In October, parents are invited to come meet their child's teacher to hear about the grade level curriculum and activities. Parents are also invited to the scheduled Parent-Teacher meetings during the school year. The Parent Coordinator is available to translate, along with other bilingual staff members (i.e. paraprofessionals.) If we do not have someone to assist in translating, the Translation Services are called. We also have parents who participate in our School Leadership Team meetings and bilingual members translate if needed. Parents are always welcome to meet formally or informally with administration and staff regarding their child's progress.

We have an intern from Lehman College, who provides weekly ESL classes for our parents.

2. The school has an established partnership with Bronxworks who provides one of our afterschool programs. Bronxworks meets with our parents about the program and invites them to attend workshops at their main site.

3. The Parent Coordinator uses a survey (in English and Spanish) to identify parents' needs. We also use the data we get back from our Environmental Survey. At a parent meeting the Environmental Survey is reviewed and the Parent Coordinator is available to translate. If a parent attends, who speaks another language other than Spanish and French, the Translation Services is contacted.

4. The monthly calendar is prepared to address parent needs and is revised as parents' needs change.

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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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.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
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3. How is language separated for instruction (time, subject, teacher, theme)?
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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)	8	13	6	3	8	3								41
Intermediate(I)	4	9	8	4	8	7								40
Advanced (A)	6	2	7	4	11	17								47
Total	18	24	21	11	27	27	0	0	0	0	0	0	0	128

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	1	0	1	4	1							
	I	0	7	1	0	3	1							
	A	1	10	12	6	12	11							
	P	0	3	8	4	8	14							
READING/ WRITING	B	2	10	6	3	9	3							
	I	0	9	8	4	7	7							
	A	0	2	5	4	11	15							
	P	0	0	2	0	0	2							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	11	1	0	20
4	3	21	0	0	24
5	10	13	2	0	25
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	5	12	2	1	0	0	0	26
4	1	1	17	2	4	0	0	0	25
5	4	3	10	6	6	0	0	0	29
6									0
7									0
8									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	0	6	2	7	1			16
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	10	22	12	0	1	2	11	0

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

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

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

1. Fountas and Pinnell Benchmark Assessment System (English and Spanish) is used to assess the early literacy skills of our ELLs. This data reveals that many of our ELLs are more advanced with listening and speaking than reading and writing. Classroom teachers, and Service Providers target the specific instruction needs based on this data. Teachers follow up on individual student needs during conferences.

2. The patterns revealed from our LAB-R/NYSESLAT data show that our students have more difficulty attaining proficiency in Reading/Writing than in Listening/Speaking. Of the students who took the NYSESLAT in 2010 and 2011 37 students have stayed at the same proficiency level; 9 students' proficiency level went down and 23 students' proficiency level went up.

3. Based on the noted patterns classroom and support teachers instruction will target the specific areas of deficiency based on our NYSESLAT results. Teachers will generate activities for small and large group instruction using ESL strategies as well as prepare students for the NYSESLAT, via the 4 modalities and format.

4. The proficiency rate is higher for our ELLs in the Dual Language classes than those ELLs in the ESL program. This is demonstrated from our results on the NYS ELA, Math and NYSESLAT. In the Listening/Speaking modalities, most of our ELLs (grades K-5) are advanced. In the Reading/Writing modalities, in grades K-3 most of our ELLs are at the Beginning or Intermediate levels. In grades 4 & 5 our ELLs are spread between Beginning, Intermediate and Advanced levels. Only 4(2 in gr. 2 and 2 in gr. 5) ELLs have demonstrated proficiency in the Reading/Writing modalities.

On the NYS ELA, most of our ELLs received a level 1 or 2. On the Spanish ELE, most of our ELLs were in quartiles 1 and 2. On the NYS Math test our ELLs who took the spanish version received a level 1 or 2. Whereas, some of our ELLs who took the test in English received a level 3.

We do not use the ELL Periodic Assessments.

5.

- English Proficient students are assessed using Fountas and Pinnell in Spanish (K-5) and the Spanish ELE (3-5).
- According to the ELE and Fountas and Pinnell (Spanish) results English Proficient students in the Dual Language classes are proficient in their second target language.
- Our English Proficient students scored levels 2 or 3 on the NYS ELA and Math assessments.

6. The success of our programs for the ELLs is evaluated by:

- State Assessments-NYS ELA, NYS Mathematics, and NYSESLAT

After reviewing the data, our ELLs are more proficient in listening and speaking tasks, and have difficulty with reading and writing tasks. Our focus in our classrooms, intervention programs, and afterschool programs should focus on reading and writing.

- Baselinge/ Benchmark Assessments (English and Spanish)

Our baseline data shows our ELLs read at comparative levels in English and Spanish.

a) Content Area Assessments (English and Spanish)

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.

School Name: PS 130

School DBN: 08X130

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 08X130 **School Name:** PS 130

Cluster: 6 **Network:** 606

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.

At PS 130, 40% (195 out of 486) of the student population indicated that Spanish is a second language spoken in the home as per the Home Language Survey. As a result of this data, all written communications are always provided in English and Spanish. We have identified 4 other languages spoken by parents as per the Home Language Survey. Due to this data, we make use of the Department of Education translated documents that are available in Arabic and French. We ask members of the school community to assist in the oral translations for the other languages identified. When these resources are unavailable, we contact the Department of Education Translation Services.

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.

2. Based on the data of the Home Language Surveys, we have determined that 40% of the school community indicates that Spanish is a second language spoken in the home. We are finding that we are receiving students new to the system that speak a second language other than Spanish. The findings are reported to the school community via parent meetings and teacher faculty conferences.

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.

All written communications are provided in English and Spanish. We make use of any Department of Education documents that are translated into other languages (as needed). The Parent Coordinator and/or bilingual staff members translate all written communications that go out to parents.

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.

The parents whose languages we cannot offer written translations for, are provided oral interpretations of the school communications by staff or community members.

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>.

3. The school fulfills the Section VII of Chancellor's Regulations A-663 by:
 - a. Registration documents are available in Spanish, French and Arabic
 - b. What Your Child Needs to Know is provided in Spanish
 - c. Conduct and Discipline Codes are distributed to parents in Spanish
 - d. School staff provide Spanish and/or French oral translations when students are receiving supplemental services (Special Education, English as a Second Language, SES Programs)
 - e. Spanish and/or French oral translations are provided for parents who transfer and/or discharges his/her child.
 - f. Contact the DOE Translation and Interpretation Unit during Parent Teacher Conferences or parent meetings

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:	DBN: 08X130
Cluster Leader: Jose Ruiz	Network Leader: Petrina Palazzo
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>20</u>
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>0</u>

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:

*After analyzing our NYSESLAT data we noticed that 29% of the students went down in proficiency level or remained the same for the last 2 or 3 years. We also noticed that most of these students scored lower in Reading and Writing than they did in Listening and Speaking. Therefore, our focus for the Saturday Academy will be to increase their proficiency level in Reading and Writing.

*The students who will be invited to the Saturday Academy are those students who went down in proficiency level and or remained at the same proficiency level for the last 2 or 3 years. These students scored across all proficiency levels (Beginning, Intermediate, and Advanced.) Depending on the number of student responses we will offer the Saturday Academy to students in grades 2-5. These students will receive support in English language proficiency.

*Our Saturday Academy will begin on Saturday, December 10, 2011 and end on Saturday, June 9, 2012. Each session will begin at 9:00 a.m. and end at 12:00 p.m.

* Instruction will be in English with native language (Spanish) support as needed.

*There will be one teacher with a common branch certificate and a bilingual extension and 2 paraprofessionals (No cost to Title III) working the Saturday Academy. Instruction is differentiated by grade and area of need according to NYSESLAT data.

*The materials that will be used for our Saturday Academy will be English Now! from Attanasio & Associates, Inc. These materials are designed to be used for a short term intervention program. These materials will help students improve their vocabulary and grammar. The students will learn how to speak in complete and elaborate sentences, and write coherent sentences, and paragraphs. Students will also learn to read with fluency and comprehension. In addition, we will purchase NYSESLAT Coach practice books to provide students with activities and strategies that support English language proficiency.

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

Begin description here:

*In order to support these students who have not shown growth in language proficiency, all teachers who work with our ELLs will be invited to attend professional development.

*These professional development sessions will be held during faculty conferences, grade meetings, and Saturdays. Some tentative dates and topics are as follows: October 31, 2011-Differentiation Strategies,

Part C: Professional Development

November 21, 2011-Using Bloom's Taxonomy to Formulate Questions and Enhance Text Comprehension, January 20, 2012-Questioning and Discussion Techniques, January 30, 2012-Examining Student Work, February 17, 2012-Getting to Know the NYSESLAT, and March 9, 2012 and March 16, 2012-Using NYSESLAT Data to Differentiate Instruction .

Depending upon the forum, the professional development sessions will be between 45 minutes to 2 hours.

*Assistant Principal, staff developers, and lead teacher will provide the professional development.

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

Begin description here:

*We want to reach out to our linguistically and culturally diverse families to help them understand our school's culture and procedures; and introduce ways they can become involved in their children's education.

*Either on March 24, 2012 or on March 31, 2012 parents will be invited via flyers and parent calendar, to attend an informational workshop on preparing their child for the NYESELAT. This workshop will begin at 10:00 a.m. and end at 12:00 p.m. On June 9, 2012 parents will be invited via flyers and parent calendar, to attend a culminating activity to celebrate student research-based projects. This celebration will be between the hours of 10:00 a.m. to 12:00 p.m

*Assistant principal, staff developer, and lead teacher will facilitate parent workshops.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development 		

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		