



Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PUBLIC SCHOOL 130

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 15K130

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SUPERINTENDENT: ANITA SKOP

06-18-2013

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
Maria Nunziata	*Principal or Designee	
Sandra Boyce-El	*UFT Chapter Leader or Designee	
Christine Farrell	*PA/PTA President or Designated Co-President	
Carmen Drago	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Erin Langstaff	Member/Guidance Counselor	
Chandrika Menon	Member/Teacher	
Cindy Mulqueen	Member/Parent	
Toni Gozzo	Member/Parent	
Lesle Williams	Member/	
Salina Chowdhury	Member/Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

By June 2013, 100% of students will experience two Common Core Learning Standards aligned Literacy tasks and two Common Core Learning Standards aligned Mathematics tasks, embedded in units of work that are academically rigorous and collaboratively planned or selected by teacher teams as evidenced in student work brought to grade level "looking at student work" sessions

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.

Performance data on the State ELA and Math tests indicate that:

State ELA test scores indicate 64.7% of our students achieve Level 3 and 4 scores, being at 87.9% as compared to the peer range and at 73.8% as compared to the city range.

State Mathematics scores indicate 75.8% of our students achieve Levels 3 and 4 scores, being 88.1% of peer range and 72.2% of city range.

These scores indicate a need to continue to implement effective higher order thinking units of work, embedding rich and challenging performance tasks, aligned to Common Core Learning Standards.

Instructional strategies/activities

1. Strategies/activities that encompass the needs of identified student subgroups, Literacy CCLS Aligned Performance Task and Unit of Work

- a) Teacher teams receive further training in CCLS (including a focus on Reading Standard 1 and 10 and Writing Standard 2), cognitive rigor (Hess's matrix), higher order thinking skills and curriculum mapping with Assistant Principal and coaches
- b) Teacher teams complete gap analysis Fall 2012 utilizing student work to check on current reality of students' understanding and knowledge as well as curriculum units aligned to CCLS and adjust to ensure there are no gaps left in alignment
- c) Teacher teams analyze existing curriculum maps of integrated units of work (Science/Literacy and Social Studies/Literacy) with information report/persuasive essay genre focus and make choices, re-aligning to timeline specified by Chancellor's Instructional Expectations 2012/2013. All units and tasks to be implemented by mid-March, 2013, aligned to Chancellor's Instructional Expectations (ie. Winter)
- d) Teacher teams analyze existing chosen units of work and deconstruct according to Universal Design for Learning Principles and Understanding by Design features (to further build teachers' content knowledge of structure and design of units of work)
- e) Teacher teams monitor and review progress of writing/ revising/ adjusting units of work and performance tasks and rubrics- November, December, January

- f) Ongoing PD by Assistant Principal and Literacy Coach with each grade level teacher team prior to implementation
- g) Ongoing informal feedback provided to each teacher by coaches, Principal and Assistant Principal during implementation phase of unit and task to revise and adjust as necessary to cater for all students' needs
- h) Using Collaborative Assessment Protocol, "Looking at Student Work" sessions will be facilitated with grade level teacher teams to share and analyze students' work so as to ensure consistency of judgments on rubrics as well as develop collaborative understandings of instructional implications
- i) In June Planning Days, teacher teams will work with Coaches, Principal and Assistant Principal to carefully reflect on integrated units of work, their specific alignment to CCLS and adjustments required to meet needs specific to PS 130 student population

Mathematics CCLS aligned Performance Task and Unit of Work

- j) Teacher teams receive further training in CCLS (including a focus on), cognitive rigor (Hess's matrix), higher order thinking skills and curriculum mapping with external consultant and coaches
- k) Teacher teams complete gap analysis Fall 2012 utilizing student work to check on current reality of students' understanding and knowledge as well as curriculum units aligned to CCLS and adjust to ensure there are no gaps left in alignment
- l) Teacher teams analyze existing "Contexts for Learning" units of work with Math Practices of 'Modeling with Mathematics' and 'Constructing a Viable Argument' as well as NYCDOE Units of work, and make grade level choices of unit, tasks, and rubrics, re-aligning to timeline specified by Chancellor's Instructional Expectations 2012/2013. All units and tasks to be implemented by mid-March, 2013, aligned to Chancellor's Instructional Expectations (ie. Winter)
- m) Teacher teams analyze units of work , as well as NYCDOE units of work and deconstruct according to Universal Design for Learning Principles and Understanding by Design features (to further build teachers' content knowledge of structure and design of units of work)
- n) Teacher teams monitor and review progress of writing/ revising/ adjusting units of work and performance tasks and rubrics- November, December, January
- o) Ongoing PD by AUSSIE consultant and Mathematics Coach with each grade level teacher team prior to implementation
- p) Ongoing informal feedback provided to each teacher by consultant, coach, Principal and Assistant Principal during implementation phase of unit and task to revise and adjust as necessary to cater for all students' needs
- q) Using Collaborative Assessment Protocol, "Looking at Student Work" sessions will be facilitated with grade level teacher teams to share and analyze students' work so as to ensure consistency of judgments on rubrics as well as develop collaborative understandings of instructional implications
- r) In June Planning Days, teacher teams will work with Coach, Consultant and Principal/Assistant Principal to carefully reflect on current curriculum maps, look at existing units of work, their specific alignment to CCLS and adjustments required to meet needs specific to PS 130 student population and develop one further unit of work aligned to CCLS (developed by teacher teams)

2. Staff and other resources used to implement these strategies/activities,

- Literacy and Math Coaches and consultants
- Grade level teacher teams
- Units of work

3. ***Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,***

- Teacher teams are empowered to make decisions regarding the choice of tasks and units of work
- Teacher teams are empowered to self-reflect and monitor students' progress during implementation
- The following artifacts will illustrate evidence of teacher decision-making including:
 - a) Teacher developed or selected performance tasks and rubrics, embedded in units of work in Literacy and Mathematics aligned to Common Core Learning Standards (NYS) for K-5 grade levels
 - b) Grade level meeting agendas
 - c) Consultants' daily logs
 - d) Coaches' journals
 - e) Professional development teacher team agendas

4. ***Timeline for implementation***

Fall: "Looking at Student Work" sessions (Gap analysis)

Fall-Winter: Preparations for development/selection/deconstructing of performance tasks and units of work, aligned to CCLS

Winter: Implementation of Performance Task embedded in Unit of Work, aligned to CCLS

Spring: "Looking at Student Work" sessions of performance task

June Planning Days: Re-alignment of Curriculum Maps, Pacing Guides; development of new CCLS aligned unit of work and performance tasks

Strategies to increase parental involvement

Please refer to PIP template attached, pages 23-26.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA _____ Title III Grants _____ Other

If other is selected describe here:

PERSONNEL: Principal, Assistant Principal, Teachers, AUSSIE Math Consultant, Literacy Coach, Math Coach, Literacy Committee, Math Committee, Data Specialist

BUDGET: Universal Pre K, TL IEP Teacher, TL Mandated Speech Teacher, TL SBST Funding, IDEA ARRA Related Service Para, IDEA IEP Para, TL ASA for AA, ARRA RTTT

OTPS: Universal Pre K, TL Fair Student Funding Incremental, TL Fair Student Funding, NYSTL Hardware, NYSTL Textbooks, NYSTL Software, NYSTL Library Books, TL I SWP, TL Parent Coordinator OTPS, TL Translation Services, Title I Translation Services, TL Computer Maintenance

Service and program coordination

All funding sources are integrated to provide most complete services to our students and staff.

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

LITERACY:

By June 2013, to increase the performance of students in Grades 3-5 on ELA State test, from 64.7 % to 67 % through differentiations in literacy instruction so as to ensure each student's progress is mapped, monitored and accounted for in terms of targeted instruction

Comprehensive needs assessment

Progress Data on the State ELA test indicated that:

69% of our students did make progress, achieving 74.4% against the peer range and 67.4% against the city range.

Further analysis of our data reveals the need to continue addressing the students in the lowest third of the school, with the mean adjusted group percentile for the lowest third lowest third by 74% compared to 73.4% against peer schools and 62.6% against the city schools.

The school achieved additional credits for SETTS increasing by 0.54%.

The following sub-group continues to be a focus, ELL's lowest third.

Instructional strategies/activities

a) strategies/activities that encompass the needs of identified student subgroups,

- Grade level teacher teams to examine and analyze formative and summative assessment data to develop implications for practice within daily balanced literacy instruction for all sub groups and align professional development to each teacher's particular needs in implementing components of balanced literacy
- Implement PS 130 CCLS aligned teacher-developed integrated units of work within balanced literacy program, monitor and revise as needed and develop further CCLS aligned integrated units

- Support this implementation with professional development, coaching teachers as per individually identified needs in specific aspects of the core, balanced literacy instruction, using assessment to inform teaching and learning (data-driven, job-embedded professional development focused on strengthening Tier One instruction)
- As per Chancellor's Instructional Expectations 2012/2013, grade level teacher teams to examine PS 130/NYCDOE/ AUSSIE web-based units of work according to Universal Design for Learning principles and Understanding by Design structure as well as developing/selecting/adjusting unit of work and performance task/rubrics to be implemented by Winter
- As per Chancellor's Instructional Expectations, conduct 'Looking at Student Work' sessions with teachers, utilizing LASW protocols to: a) analyze student work and align to Common Core Learning Standards, identifying gaps in curriculum content and teaching practice (Fall), b) analyze student work of rich performance tasks (Literacy) and develop consistency of judgments utilizing CCLS aligned rubrics (Spring), c) analyze each grade's Literacy assessments with Hess's matrix of cognitive rigor to check for balance and range of higher order thinking skills being assessed

Establish Response to Intervention Team (RTI) to:

- a) facilitate professional development with teachers to build consensus of understanding of RTI, create whole school RTI plan and aligned infrastructures and facilitate implementation of tiered intervention aligned to NYS mandated Response to Intervention
- b) develop monitoring of progress policies including mapping of all at-risk students in reading in each class onto Reading Developmental Continuum to inform next steps at Tier One in Readers' Workshop
- c) collaboratively develop forms and proformas for i) referrals to RTI Problem Solving team and ii) development and ongoing monitoring of student progress via PS 130 Assessment Wall (focusing initially on reading)
- d) Provide professional development for RTI team members, facilitated by external consultant to build content knowledge and further understandings of tasks in implementing PS 130 RtI plan of action
- e) Align all after-school extended day RTI groups to effective literacy instruction by:
 - 1) Identifying students who are not at grade level standard as measured by benchmark reading levels,
 - 2) Forming teacher teams to work with these students after-school,
 - 3) Purchase and distribute Leveled Literacy Intervention kits (Fountas and Pinnell) for teachers working with at-risk Grades K-4 students
 - 4) Develop organizational structures and communication processes to ensure tight alignment of classroom instruction with these students to after-school instruction, focused on specific text processing and text comprehending strategies as needed by each student before and after school

f) Ongoing professional development with teachers Assistant Principal and Literacy Coach with regards mapping of student progress onto Writing Continuum, including re-addressing taking of conference notes

g) Test Prep- implement more specifically aligned and balanced literacy based test prep unit of work as indicated by students' reading needs

h) Access Network Instructional team members to support teacher teams' meetings, guidance to coaches and in-classroom coaching

b) Key Personnel and other resources used to implement these strategies/activities,

- Literacy coach and external consultant appointed
- Scheduling common prep/ lab site/teacher team meetings and aligning consultancy schedule to ensure expert facilitation of teacher teams' looking at student work and CCLS aligned planning
- Schedule for RTI team for Professional development for team members as well as meeting times

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, timeline for implementation

- Teacher teams developing and implementing curriculum aligned to CCLS
- Lead teachers involvement in strategic decision-making processes with CEP and Whole School Strategic Action Plan
- Lead teacher coaches building capacity of all teacher teams in decision-making with regards implementation of Chancellor's Instructional Expectations
- Response to Intervention team scheduled to meet to develop infrastructures for RTI plan and to lead the implementation process with other staff

Strategies to increase parental involvement

As per attached PIP template pages 23 through 26

- PS 130 Website
- Literacy Workshops
- Grade level Parent Curriculum Nights

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

PERSONNEL: Principal, Assistant Principal, Teachers, AUSSIE Math Consultant, Literacy Coach, Math Coach, Literacy Committee, Math Committee, Data Specialist

BUDGET: Universal Pre K, TL IEP Teacher, TL Mandated Speech Teacher, TL SBST Funding, IDEA ARRA Related Service Para, IDEA IEP Para, TL ASA for AA, ARRA RTTT

OTPS: Universal Pre K, TL Fair Student Funding Incremental, TL Fair Student Funding, NYSTL Hardware, NYSTL Textbooks, NYSTL Software, NYSTL Library Books, TL I SWP, TL Parent Coordinator OTPS, TL Translation Services, Title I Translation Services, TL Computer Maintenance

Service and program coordination

All funding sources are integrated to provide most complete services to our students and staff

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

MATH:

By June 2013, to increase the performance of students in Grades 3-5 on Mathematics State test from 75.8 % to 77 % through differentiations in mathematics instruction so as to ensure each student's progress is mapped, monitored and accounted for in terms of targeted instruction

Comprehensive needs assessment

Progress Data on the State Mathematics test indicated that:

70.0% of our students did make progress, achieving 75.9% against the peer range and 70.4% against the city range

Further analysis of our data reveals the need to continue addressing the students in the lowest third of the school, with the mean adjusted group percentile for the lowest third lowest third by 74.5% compared to 82.6% against peer schools and 72% against the city schools

The school achieved additional credits for SETTS increasing by 0.83%.

The following sub-group continues to be a focus, ELL's lowest third.

Instructional strategies/activities

a) strategies/activities that encompass the needs of identified student subgroups,

- Grade level teacher teams to examine and analyze formative and summative assessment data to develop implications for practice within daily balanced math instruction for all sub groups and align professional development to each teacher's particular needs in implementing components of balanced math
- Implement PS 130 CCLS aligned teacher-developed integrated units of work within balanced math program, monitor and revise as needed and develop further CCLS aligned integrated units

- Support this implementation with professional development, coaching teachers as per individually identified needs in specific aspects of the core, balanced math instruction, using assessment to inform teaching and learning (data-driven, job-embedded professional development focused on strengthening Tier One instruction)
- As per Chancellor's Instructional Expectations 2012/2013, grade level teacher teams to examine PS 130/NYCDOE/ AUSSIE web-based units of work according to Universal Design for Learning principles and Understanding by Design structure as well as developing/selecting/adjusting unit of work and performance task/rubrics to be implemented by Winter
- As per Chancellor's Instructional Expectations, conduct 'Looking at Student Work' sessions with teachers, utilizing LASW protocols to: a) analyze student work and align to Common Core Learning Standards, identifying gaps in curriculum content and teaching practice (Fall), b) analyze student work of rich performance tasks (math) and develop consistency of judgments utilizing CCLS aligned rubrics (Spring), c) analyze each grade's math assessments with Hess's matrix of cognitive rigor to check for balance and range of higher order thinking skills being assessed
- Establish Response to Intervention Team (RTI) to:
 - a) facilitate professional development with teachers to build consensus of understanding of RTI, create whole school RTI plan and aligned infrastructures and facilitate implementation of tiered intervention aligned to NYS mandated Response to Intervention
 - b) develop monitoring of progress policies including mapping of all at-risk students
 - c) Implement specific classroom based diagnostics to identify students misconceptions
 - d) Provide professional development for RTI team members, facilitated by external consultant to build content knowledge and further understandings of tasks in implementing PS 130 RTI plan of action
 - e) Align all after-school extended day RTI groups to effective math instruction by:
 - 1) Identifying students who are not at grade level standard as measured predictive assessments and NYS math exam
 - 2) Forming teacher teams to work with these students after-school,
 - 3) Utilize data to inform intervention with students
 - 4) Develop organizational structures and communication processes to ensure tight alignment of classroom instruction with these students to after-school instruction, focused on specific math strategies as needed by each student before and after school
 - f) Ongoing professional development with AUSSIE Consultant and Mathematics Coach with regards mapping of student progress and taking of conference notes

g) Test Prep- implement more specifically aligned and balanced mathematics based test prep unit of work as indicated by students' math needs

h) Access Network Instructional team members to support teacher teams' meetings, guidance to coaches and in-classroom coaching

b) Key Personnel and other resources used to implement these strategies/activities,

- Mathematics coach and external consultant appointed
- Scheduling common prep/ lab site/teacher team meetings and aligning consultancy schedule to ensure expert facilitation of teacher teams' looking at student work and CCLS aligned planning
- Schedule for RTI team for professional development for team members as well as meeting times

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, timeline for implementation

- Teacher teams developing and implementing curriculum aligned to CCLS
- Lead teachers involvement in strategic decision-making processes with CEP and Whole School Strategic Action Plan
- Lead teacher coaches building capacity of all teacher teams in decision-making with regards implementation of Chancellor's Instructional Expectations
- Response to Intervention team scheduled to meet to develop infrastructures for RTI plan and to lead the implementation process with other staff

Strategies to increase parental involvement

- See attached PIP template
- Math Parent workshops
- Curriculum Nights- each grade level
- PS 130 web-site

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

PERSONNEL: Principal, Assistant Principal, Teachers, AUSSIE Math Consultant, Literacy Coach, Math Coach, Literacy Committee, Math Committee, Data Specialist

BUDGET: Universal Pre K, TL IEP Teacher, TL Mandated Speech Teacher, TL SBST Funding, IDEA ARRA Related Service Para, IDEA IEP Para, TL ASA for AA, ARRA RTTT

OTPS: Universal Pre K, TL Fair Student Funding Incremental, TL Fair Student Funding, NYSTL Hardware, NYSTL Textbooks, NYSTL Software, NYSTL Library Books, TL I SWP, TL Parent Coordinator OTPS, TL Translation Services, Title I Translation Services, TL Computer Maintenance

Service and program coordination

All funding sources are integrated to provide most complete services to our students and staff.

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

By June 2013, 100% of teachers will be involved in differentiated professional development focused on firstly, integrating technology in classroom practices, aligned with both Common Core State Standards and the PS 130 K-5 Digital Media Skills Scope & Sequence as well as using technology with assessments to inform and drive their teaching

Sub-Goals:

- 100% of K teachers will be supported in the self-acquisition and teaching of basic computer skills and basic management of student computer use in the classroom
- 100% of Grades 1-5 teachers will be supported in the acquisition of computer skills through routine classroom activities incorporated within units of study, and project-based learning involving digital media production
- 100% of students in Grades 1-5 publishing online work on the school website (blog), Google Docs, Voicethread, or other digital and online formats
- Refine, simplify and encourage whole-staff ownership of:
 - *housing student work and staff curriculum resources on the school website
 - *K-5 Digital Media Skills Scope and Sequence (DMSS)
- 100% of teachers utilizing technology to map and monitor student progress and inform their teaching

Comprehensive needs assessment

1)The 2010/2011 Quality Review recommendations included the need to:

- Enhance the capacity of teachers to utilize technology to disaggregate and evaluate data school wide, to support all learners.
- Expand parental outreach to include a more uniform school wide protocol for sharing student goals in a timely and ongoing basis to support student
- The Quality Review also indicated a need to further provide professional development opportunities to teachers that result in building teachers' capacities as leaders.

2) The State ELA and Mathematics assessment data of students also indicated a need to further enhance the higher-order thinking of the students in comprehending, analyzing, evaluating, representing, communicating and creating. While this was particularly evident with the Level 3 and 4 students, it was

felt that the integration of technology within units of study would enhance all students' rigorous thinking and reasoning skills further (regardless of subgroups) as well as building college and career readiness strategies for students operating in the 21st Century as "digital natives" (Prensky).

3) Data from 2011/2012 end of literacy unit assessments for each grade level indicated the ongoing need to further build the students' higher order thinking skills by integrating rich and rigorous multi-media opportunities within units of work as well as build the teachers' technological capacities so as to enhance student learning. The work achieved in 2011-2012 showed us we needed to continue to go deeper and further in integrating technology in classroom practices for teachers aligned with Common Core Learning Standards and the PS 130 K-5 Digital Media Skills Scope & Sequence as well as accounting for various needs, interests and stages of teacher development in general computer operational skills, classroom management strategies, and implementation of effective learning and teaching with and about technology and digital resources.

Instructional strategies/activities

a) Strategies/activities that encompass the needs of the identified subgroups

b) Staff and other resources used to implement these strategies/activities

Media literacy consultant will work with grade teams and out of class teachers/clusters to:

- Revise the Differentiated Professional Development Plan and establishing goals for 2012-2013 based on the K-5 Digital Media Skills Scope and Sequence (DMSS), common core state standards (CCLS-NYS), and existing curriculum maps (so that teachers have ownership in decision-making)
- Establish routine activities and concepts within each grade level that address corresponding skills and concepts on the DMSS
- Plan and assist on the incorporation of digital media into project-based units aligned with the CCL
- Consult on rearrangement of classrooms to accommodate digital media resources
- Coach general lessons on Internet research best practices for teachers via classroom support and grade-team planning meetings

Media literacy consultant will work with coaches to:

- enhance their practice through the incorporation of digital media resources
- coordinate their work with tools and practices of classroom teachers

Technology Committee and Media Literacy Consultant will:

- Review, update and disseminate DMSS

- Accumulate and present model projects that address the objectives of the DMSS and CCLS
- Identify best practices in the building, and encourage and help organize teachers as in-house professional developers around those practices
- Establish routine framework for PD through grade-team planning periods, lab site modeling, in-class co-teaching, and routine debriefing sessions with a culminating meeting focused on creating and archiving support materials and reflections on the school website;

Media literacy consultant will work with office staff OR PTA volunteer to establish a monthly online school calendar for the school community

Data technology consultant will work with Principal and Coaches to facilitate and develop:

- Review of Data Collation Tool to stream-line into Access to enable direct teacher input of data using technology to assess, map and monitor student learning
- Develop PS 130 Access tool to gather grade level, school-wide and individual data each marking period for each student that will contribute an individual student report each marking period in key content areas and enable the "timely sharing of student goals with parents" (Quality Review 2011/2012)
- Trial, monitor, review and revise Access tool with all teachers to ensure it meets needs and purpose of informing instruction and monitoring student progress

Ongoing Review and Monitoring of Achievement of Plan:

- To ensure ongoing monitoring and review of plan and meeting all participants' needs, continue to survey all staff through grade team planning meetings, online surveys, and in-class co-teaching with consultant to ascertain further professional development needs with regards to technology skills and management of classroom technology resources
- Coordinate the staff PD needs assessments above with specific content from the DMSS and CCLS
- Technology Committee will continue to develop and update Professional Development Plan for Digital & Media Literacy specifying roles and responsibilities of all technology committee members, teachers and other stakeholders.
- Technology committee and media literacy consultant will work with staff to build capacity to publish project summaries, best practices and other resources on the school online learning network at ps130brooklyn.com
- Technology committee and media literacy consultant will develop a maintenance checklist for staff, students and volunteers, indicating who does what and when

c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

To ensure teacher leadership and teacher ownership, the technology committee (teachers, consultant, Principal) will lead the collaborative decision-making processes regarding this plan and will evaluate, review and revise ongoing implementation. Media literacy consultant will continue to build sustainability of technology teacher training in Grades K-5; Involving staff in professional development and planning sessions, classroom embedded coaching of teachers and students, and documentation and planning work to build on the foundations and assumptions about the teaching with and about

digital media

Specific resources and software to be incorporated and supported include:

- Online Learning Network at ps130brooklyn.com for publishing student work and archiving planning and support resources;
- Wikispaces websites established and maintained by 2nd grade teachers for classroom homework, and linked extension activities
- customized differentiated multimedia student production activities and projects using: Voicethread.com, Google Sites, Docs, Presentations and Forms, iMovie video editing, blogging on ps130brooklyn.com or wikispaces sites, and other free production and publishing tools
- Smart Notebook to establish lesson plans, morning message routines, and chart work

d)Timeline of Implementation

September 4-5 PD on PS130 K-5 DMSS and ways of addressing the CCLS using digital media activities and projects

- Executive Technology Committee (Principal, Media literacy consultant, Teachers) meetings to review goals and progress (using this document) in:
- September (prior to Sept 4 if possible) to review DMSS and CCLS projects list and agree on approach to staff roll-out; and revise teacher surveys
- November (plan all-staff PD workshop?)
- March
- June

September 2012: grade team meetings with media literacy consultant for goal setting, routine concepts and activities, and tentative project planning to integrate digital media within curriculum maps in concert with the CCLS and DMSS

September 2012: Technology committee provide student status sheets for upper/lower grades for tracking student use of computers

October 2012-June 2013: One-to-one tutorials, and open lab classes for teachers by tech committee lab teacher

November 2012 All Staff Technology PD workshop: on digital media in the CCSS, DMSS, and using the school website

2th grade lab site throughout school year Sep 2012-June 2013

Ongoing & during quarterly meetings: technology committee and media literacy consultant to continue with oversight and management of the school website for archiving planning and support resources, lesson plans, and published examples of student work; in-class modeling and co-teaching related to the execution of student projects or classroom technology lessons or units, and analysis of emerging online resources, lessons, and tools; and limited technical support and consultation

June Planning 2013 for continued goal setting and technology planning moving forward; Creating integrated unit maps.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Continuing to build a school based and parent-friendly web-site that:
 - provides parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
 - share information about school and parent related programs, meetings and other activities in a format that parents can understand to ensure consistent communication to build stronger ties between parents and other members of our school community
- As indicated in the PS 130 PIP, this will be achieved through:
 1. Providing clear communication about student's progress and student's goals through electronically produced student reports (providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress)
 2. Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

PERSONNEL: Principal, Assistant Principal, Teachers, AUSSIE Math Consultant, Literacy Coach, Math Coach, Literacy Committee, Math Committee, Data Specialist

BUDGET: Universal Pre K, TL IEP Teacher, TL Mandated Speech Teacher, TL SBST Funding, IDEA ARRA Related Service Para, IDEA IEP Para, TL ASA

for AA, ARRA RTTT

OTPS: Universal Pre K, TL Fair Student Funding Incremental, TL Fair Student Funding, NYSTL Hardware, NYSTL Textbooks, NYSTL Software, NYSTL Library Books, TL I SWP, TL Parent Coordinator OTPS, TL Translation Services, Title I Translation Services, TL Computer Maintenance

Service and program coordination

All funding sources are integrated to provide most complete services to our students and staff.

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	32	32	N/A	N/A	5			
1	36	36	N/A	N/A	4			
2	33	33	N/A	N/A	5			
3	27	27	N/A	N/A	1	2		
4	32	32	20	0	4			
5	32	32	0	0	2			
6								
7								

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>Students in need of Academic Intervention in ELA are supported in the following ways: * Kindergarten through 5th Grade students are invited to the early morning intervention program, with focused guided reading support using the Fountas & Pinnell Literacy Intervention System (guided reading).</p> <p>*Students in grades 3/4/5 in need of extra support are invited to an afterschool program, taught by classroom teachers, and using focused guided and shared reading.</p> <p>*All students in Kindergarten through 5th Grade are grouped for guided reading throughout the week during the Literacy Block. Students in need of extra support are met with on a more frequent basis.</p>	<p>Students in need of academic intervention in ELA are met with in a variety of settings throughout the school week, which include:</p> <p>*Differentiated instruction in small guided reading groups, both during the literacy block, and in the early morning program.</p> <p>*1-1 reading conferences with the classroom teacher during which children's specific needs are assessed and next steps/goals articulated.</p> <p>*Students needing extra support are also invited to the afterschool intervention program, beginning in January. Teachers work with small groups using both Shared Reading and Guided Reading instructional models. Programs used include the Fountas & Pinnell Literacy Intervention System, as well as Foundations and Orton-Gillingham based interventions.</p>	<p>Services for academic support in ELA are provided before school in the early morning program, during the school day during the daily Literacy Block, and in the afterschool intervention program beginning in January.</p>

	*Literacy coaches push-in during the test prep cycle, working with small groups of students during needing extra support in preparation for the ELA test.		
Mathematics	Students in first and second grade receive at-risk math instruction during early morning program (guided math). Students in grades three, four and five who are Level 1 and Level 2, are invited to the Early morning after school programs during the school year. Math coach also leads a push-in intervention program during test prep, working with small groups of students during math instruction.	Small group instruction generally working in pairs, grouped by ability	Service is provided in the early morning program on Tuesdays, Wednesdays and Thursdays from 8:02 am to 8:40am
Science	Science Specialist provides small group pull-out services during AM intervention and Saturday Academy Science test prep (20 full days before the test). This program is geared to Level 1 and Level 2 students who benefit from small group and or one to one tutoring.	Small group instruction with rotation of students cycling small group instruction.	Before school 8:02 AM Tuesdays, Wednesdays and Thursdays In groups of 10 Saturday academy for science test prep April to May 20 students
Social Studies	Social Studies at each grade level are fully integrated into the ELA curriculum, using Non-	Social studies content is integrated into the reading/writing units at each grade level, and is delivered in	Social Studies is integrated whenever possible into both the morning and afternoon intervention

	Fiction reading and writing for shared, guided and independent reading. Social studies and nonfiction content is aligned, whenever possible, to genres being studied across the year.	a variety of instructional settings, including shared reading, guided reading, independent reading, as well as in the writing workshop.	programs, as well as throughout the literacy block during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	School Guidance Counselor provides both mandated and at-risk counseling services in an ongoing basis during the school year for students in grades Kindergarten to fifth grades. Counseling includes strategies in helping students with anger management, bereavement, bullying and mediation.	Games and role play are activities used to improve self confidence, social skills, assist developing friendships and feelings expression.	Service is provided in the early morning program, during the school day and afterschool.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Strategies and activities in Professional Development are as follows:

- Professional development in-classroom, data driven by individual teacher needs
- Professional development with Math coach and external consultant
- Ongoing professional development with AUSSIE Consultant and Literacy Coach
- Ongoing professional development with Response to Intervention team regarding RTI, effective literacy instruction, assessment and intervention
- External Consultants and Literacy/Math coaches working collaboratively to implement individualized and differentiated professional development based on systemic and school-based initiatives as indicated in action plan

Media literacy consultant will work with grade teams and out of class teachers/clusters to:

- Revise the Differentiated Professional Development Plan and establishing goals for 2011-2012 based on the K-5 Digital Media Skills Scope and Sequence (DMSS), common core state standards (CCLS-NYS), and existing curriculum maps (so that teachers have ownership in decision-making)
- Establish routine activities and concepts within each grade level that address corresponding skills and concepts on the DMSS
- Plan and assist on the incorporation of digital media into project-based units aligned with the CCLS
- Consult on rearrangement of classrooms to accommodate digital media resources
- Coach general lessons on Internet research best practices for teachers via classroom support and grade-team planning meetings

Media literacy consultant will work with coaches to:

- enhance their practice through the incorporation of digital media resources
- coordinate their work with tools and practices of classroom teachers

Technology Committee and Media Literacy Consultant will:

- Review, update and disseminate DMSS
- Accumulate and present model projects that address the objectives of the DMSS and CCLS
- Identify best practices in the building, and encourage and facilitate teacher leaders as in-house professional developers around those practices
- Establish routine framework for PD through grade-team planning periods, lab site modeling, in-class co-teaching, and routine debriefing sessions with a culminating meeting focused on creating and archiving support materials and reflections on the school website

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PUBLIC SCHOOL 130
70 OCEAN PARKWAY
BROOKLYN N.Y. 11218

PARENT INVOLVEMENT POLICY (PIP)

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation;
- 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.

Revised 2/2/13

Title I Parent Committee:

Christine Farrell
 Cindy Mulqueen
 Toni Gozzo
 Lelsle Williams
 Selena Chowdhury

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Alison Sheehan	District 15	Borough Brooklyn	School Number 130
School Name The Parkside School			

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

Principal Maria Nunziata	Assistant Principal Anne Ilardi
Coach Cyrena Leung, Literacy Coach	Coach Mary Fera, Math Coach
ESL Teacher Joanne Hindy	Guidance Counselor Erin Langstaff
Teacher/Subject Area Sandra Boyce El, Science	Parent Dinacelly Toro
Teacher/Subject Area type here	Parent Coordinator Jackie Hardy
Related Service Provider type here	Other type here
Network Leader Alison Sheehan	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	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special 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	642	Total Number of ELLs	58	ELLs as share of total student population (%)	9.03%
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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. To identify students who may be ELLs, parents are administered a Home Language Identification Survey (HLIS) during registration by Joanne Hindy an ESL licensed pedagogue. The student also takes part in an informal oral interview in English and in the native language conducted by Joanne Hindy. During the interview questions are asked regarding the child's school history, whether education has been in USA or in another country and level of child's education. Other pedagogues/staff members who speak Spanish, Arabic, Russian, Bengali and Chinese will assist as interpreters when conducting the informal oral interview with students and assisting parents with registration and the HLIS.

The information gathered from the HLIS and the informal oral interview will be used to determine whether or not the student should be administered the LAB-R exam. If the HLIS and the oral interview indicate that a student's home language is something other than English the LAB-R is administered by Joanne Hindy, a licensed pedagogue, within ten days of the student's enrollment. LAB-r testing materials are ordered from the Borough Assessment Implementation Director (AID) David Raphael. When testing is completed materials are returned to David Raphael as well. All LAB testing is done with regard to the DOE's assessment calendar and are maintained the same as all testing materials. After the students have completed the LAB Joanne Hindy hand scores the exams and based on the results makes an entitlement determination. If the student is entitled for services and are a Spanish speaker, they are administered the Spanish LAB within 10 days. All scans are copied and kept on file.

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

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

2. If students are administered the LAB exam and test out parents are given a letter notifying them that their child is proficient in English and is not entitled to receive ESL services. When a student is determined to be an ELL based on their performance on the LAB exam their parent receives an entitlement letter on school letterhead and in their preferred language, notifying them of their child's entitlement to ESL services and program options. They are also invited to a parent orientation meeting.

At the parent orientation meeting, conducted by Joanne Hindy and the parent coordinator, Jackie Hardy, parents are first shown a video in English and then in their native language detailing their child's ESL program options. After parents are shown the video, Joanne and

Jackie answer any questions that parents may have. At this point the parents are given a program selection form and the Parent Survey. The selection form and the survey are collected at the end of the meeting. Follow-ups are conducted by Joanne and Jackie with any parents that still have not returned the form until all forms are collected. The forms are then stored in the student's cumulative folder. If on the program selection form a parent chooses Freestanding ESL we continue with the registration process and place their child in classroom thereafter due to the fact that this is what, up until present time, 100% of our parents have chosen. If parent is interested in one of the programs not available at our school because of parent choice, the principal calls District 15 schools to make them aware of the parent's interest in the ELL program offered at their school.

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

4. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, we follow the following procedures. Parents participate in several activities before they make a decision. First, parents are informed of the three program choices in New York City through the detailed information in the Entitlement letter. Next, parents are able to read about the three choices in the Parent Information Brochure that we pass out at the Parent Orientation Meeting. Parents also view a parent information video where program placement options are presented with clarity and objectivity. This parent orientation video is available in nine languages. Parents complete the parent selection form where they see the program choices again. The school will conform to the parental choice selections. Our criteria for placement, follows parental choice.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, 100% of our parents have chosen our Freestanding ESL program here at PS 130.

6. The program model offered at our school is aligned with parent requests. We will continue to monitor parent requests closely and change our program offerings if necessary.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Self-Contained														0
Push-In	8	11	8	13	7	11								58
Total	8	11	8	13	7	11	0	58						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	58	Newcomers (ELLs receiving service 0-3 years)	47	Special Education	11
SIFE	2	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	47	2	6	10		5	1		0	58
Total	47	2	6	10	0	5	1	0	0	58

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		4	3	7	5	5								24
Chinese														0
Russian	1	2												3
Bengali														0
Urdu	1	2	1	1										5
Arabic	2	1	2	2		4								11
Haitian														0
French														0
Korean														0
Punjabi			1											1
Polish				2										2
Albanian														0
Yiddish														0
Other	4	3	1	1	2									11
TOTAL	8	12	8	13	7	9	0	57						

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		4	3	7	5	5								24
Chinese														0
Russian		1	2											3
Bengali														0
Urdu		1	2	1	1									5
Arabic		2	1	2	2		4							11
Haitian														0
French														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
Korean														0
Punjabi				1										1
Polish					2									2
Albanian														0
Other		4	3	1	1	1	2							12
TOTAL	0	12	11	12	11	6	6	0	0	0	0	0	0	58

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a PS 130 implements a Freestanding pull-out ESL program to 58 students, from Kindergarten to Fifth grade.

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

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

2a. Our standards based ESL program uses eclectic approaches, which range from Total Physical Response, Oral/Aural Language Experience and skills and acquisition approaches. Our English language teaching is based on Principles for Success. Lessons are learner-centered. They have meaning and purpose for the students, drawing on their background knowledge and interest allowing authentic reading and writing experiences. Lessons also engage students in meaningful social interaction by working collaboratively in small groups. Oral and written language is acquired simultaneously as students read, write, speak and listen during their learning experiences. This is in

A. Programming and Scheduling Information

keeping with the Balanced Literacy Model, which is the foundation of our teaching practice. Our ESL classroom is filled with books of all genres so that our students can experience a variety of writing and reading text genres. The use of songs, chants, rhymes, along with puppets, audiovisual, and computers are in place to enhance instruction and promote oral/aural practice. In order to establish standardized learning for ELL's, congruency and articulation between our ESL teacher and all pedagogues is ongoing. Through these consultations, multi-sensory learning for the ELL is addressed on an individual basis. ELL's who are eligible for standardized city and state testing, receive additional test preparation using ESL strategies and techniques which scaffolds and bridges instruction. This allows students to perform at a higher competency level in English and Math.

3. Our Freestanding pull out ESL program provides instruction for our 58 students in 360 or 180 minutes blocks per week. The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

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

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

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

4. Due to the fact that we do not have TBE or Dual language programs, we do not have formal assessments in students native language. We use the Spanish LAB to assess their Spanish at the time that they become entitled from the LAB.

5a. Instructional Plan for SIFE: Where is an urgency to provide academic intervention services as an extension of the regular school program on both push in and pull out services for SIFE students.

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

5b. Plan for Newcomers: When a new student is registered in our school, we provide the following resources to facilitate the transition.

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

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

5c. Plan for Long Term ELLs: PS 130 has few Long terms ELLs, An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- An after school program, targeting reading and writing three days during the week.

A. Programming and Scheduling Information

- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in the AIS programs, after school and Saturday programs.

5d. Plan for ELLs identified as having Special Needs: We have students with special needs who are ELLs in our CTT, 12:1 and General Education classes. Our policy for special needs students includes:

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

6. We implement a variety of instructional strategies due to the inherently scaffolded curriculum that we use designed around thematic units. We are starting work around Universal Design for Learning with our Special Education and ELL students through a Network Inquiry Group and plan on implementing these findings and instructional strategies through this work. We provide Native Language materials when needed and support with technology.

7. We have one Self Contained class in 5th grade. We are moving students towards the least restrictive environments through mainstreaming certain students during the math block. We are also implementing communication structures between teachers that service the Self Contained room so that we can find the most successful times to move students into other settings during the day.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

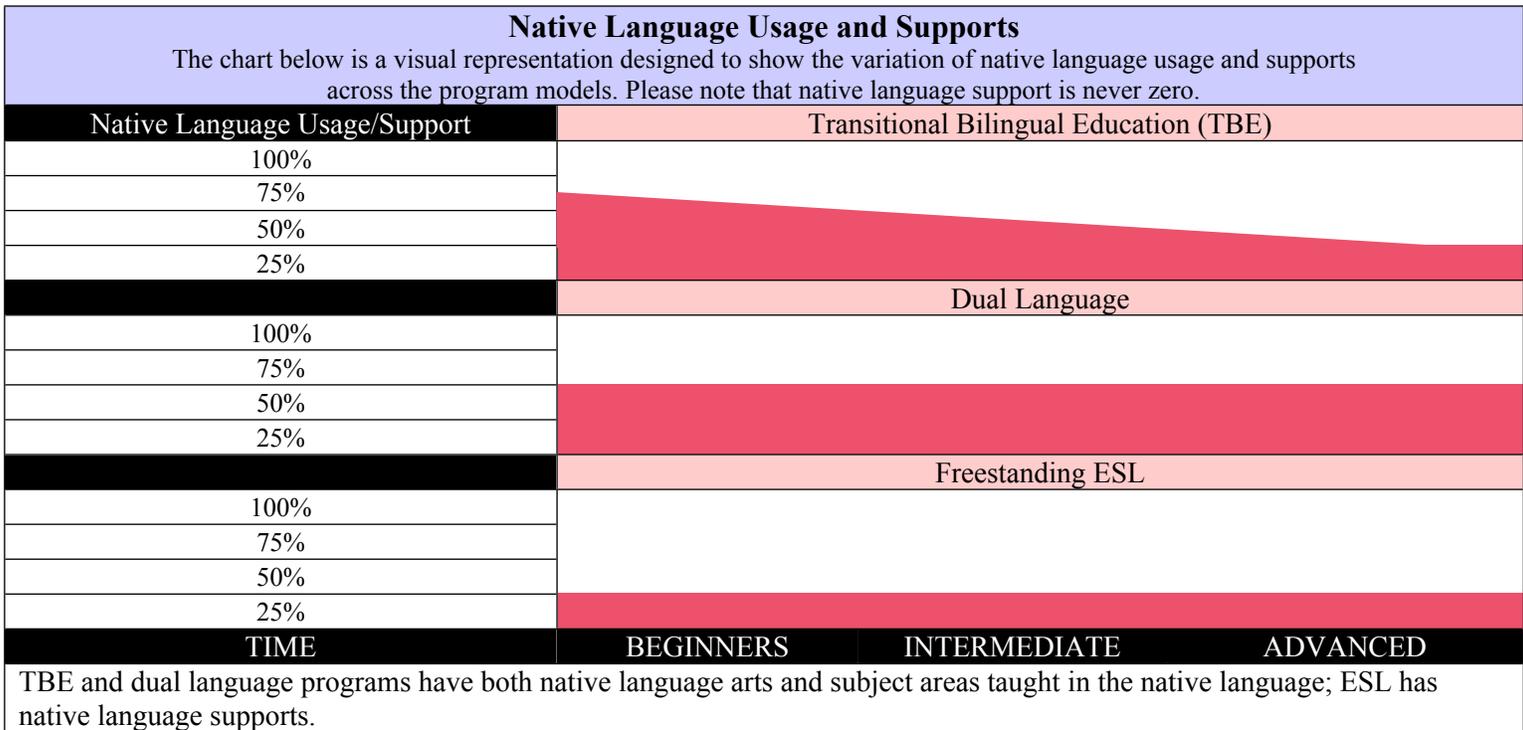
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

Beginning	Intermediate	Advanced
-----------	--------------	----------

ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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. Afterschool Math and Literacy programs and Early Morning Intervention, to which all ELLs are invited and encouraged to attend. We have purchased Imagine Learning for a Literacy program. We cater our math intervention based on student need and design targeted, strategic intervention based on their needs.

9. Teachers continue to differentiate instruction in small groups and create individualized instruction of former ELLs to increase their learning. We also ensure that they are getting all testing accommodations for the two following years after proficiency.

10. We are looking to implement First Steps Writing Curriculum which we believe is a strong way to support our students through their writing development. We are also implementing the Aussie Reading Comprehension Rubric. In math we are working on new investigation units in Everyday Math and context for learning number strings. Development of Common Core Learning Standards performance tasks in both literacy and math are also part of our improvements in our curriculum.

11. We are currently not discontinuing any programs.

12. All students, regardless of whether they are ELLs, are invited to participate in any afterschool and Saturday Academy programs available here at PS 130, which also includes both enrichment and remedial intervention. NYSESLAT, ELA, Math, and Science test prep afterschool programs, of which all ELLs, among other students, are invited. ELLs also participate in our afterschool enrichment clubs. We offer music programs through Carnegie Hall, as well as Chess in School, puppetry through the Arts connections and Young Talent Percussion. These activities are open to all and part of the enrichment that we offer to our students.

13. Imagine Learning, a complete software curriculum, is an effective tool to compliment instructional ESL frameworks used on a daily basis, especially for ELLs at the beginning and intermediate levels. Theme based instruction in content areas is also utilized to assist ELLs in making gains in their total educational development. We also have an ESL library that is rich with bilingual books that are open to parents and students to borrow books. Teachers are able to check out book with students as well as refer parents to use this resource for home reading. We also encourage teachers to utilize the internet through the use of computer carts and computers in the classroom. In this way, they can translate websites and documents, find visuals, and encourage the use of technology in their learning.

14. Native languages are encouraged to be maintained by all ELLs and their families. We use bilingual dictionaries to support students in the classroom as well as a bilingual library that parents and students can borrow materials from. We encourage teachers to tie learning to Native Language as often as needed through any way possible (translation, materials, technology).

15. Yes, our required services support and resources correspond to our ELL students' ages and grade levels. Here are P.S. 130 children are placed in age appropriate classes regardless of educational experience or ability. We realize the importance of making sure that student's are able to interact and share educational experiences with their peers. No child is left behind.

16. We have a variety of ways that we reach out to parents of newly enrolled ELLs before and at the beginning of the school year. We have a Saturday event before the start of school that is a time for parents to come to the school, have breakfast, meet with the staff and PTA

and become acclimated with our school. We also offer Parent Teas and workshops for new parents such as the ESL workshop. We understand that parental support is our foundation and our parent coordinator, PTA and staff try to utilize these meetings to help establish relationships that will benefit us all.

17. We do not currently offer language electives at this time.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Our ESL teacher participates in monthly network meetings (CFN 102). Also Professional Development for all teachers is offered on a continuous basis at PS 130. Differentiation of instruction is at the heart of our classroom practice which challenges us to be able to teach with rigor to our students. Our school has a great record of student placement into specialized middle schools as well as students getting their school of choice. Our academic program allows all students to excel including our ELL's. We are also collaborating with the Aussie in literacy professional development this year. We are working closely with our Network Instructional Coach to help us implement Universal Design for Learning in our population of Special Education and English Language Learners.

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

3. The majority our teachers have the mandated 7.5 hours of ELL training. New teachers are encouraged to participate in UFT courses, "P" credit classes offered by DOE as well as conferences offered by DOE. We also work on sending teachers to applicable OELL trainings and professional developments. We plan on working closely with our ELL Network Instructional Coach to help design ELL PD for the staff based on data and student need.

E. Parental Involvement

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

1-4. We have an active parent association here at P.S. 130. Parents run fund raisers and after school programs. Specifically our ELL parents also participate in school activities although we always are looking for ways to increase their participation. Our efforts in this area have taken the form of adult ESL programs (sponsored by New York City Technical College and the New York Public Library) and monthly healthcare information meetings (sponsored by US Healthcare). We have created a strong tie with the local library. This year we are offering financial classes for families, classes on child safety, and Saturday Classes at the Pratt Institute. We also have math and literacy workshops especially for our ELL parents.

We also try to assess the needs of our ELL parents using information collected in parent surveys administered two times a year. Based on this survey, as well as informal feedback from our parents through conversations, meetings, and interactions, we implement programs to meet their needs.

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	7	7	5	1	3								31
Intermediate(I)		2	2	2	1	2								9
Advanced (A)		2		5	5	6								18
Total	8	11	9	12	7	11	0	0	0	0	0	0	0	58

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	4	1		7
4	2	7	3		12
5	2	5	1		8
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	2		3		3				8
4	1		2		9				12
5	2		5		4				11
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		6		5		12
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				

New York State Regents Exam

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

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

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

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

Additional Information

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

SECTION IV

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

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

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

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

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

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 15K130 **School Name:** The Parkside School

Cluster: CFN102 **Network:** CFN102

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.

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

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

- Spanish
- Bengali
- Urdu
- Arabic
- Russian

We are currently providing written translation and oral translation in these languages to all parents who require it.

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.

We have determined that the following languages, Spanish, Bengali, Urdu, Arabic and Russian are the major languages spoken by our parents. These languages require the largest amount of translation both written and oral. DOE translation and interpretation posters are visibly displayed by the main entrance, in the Parent Coordinators office and the school's main office. We provide translators during Parent Teacher conferences and we also announce, during general meetings, the availability of oral translation in Spanish as it is our primary L2.

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.

PS 130 currently uses all translated versions of the Department of Education communication with parents as published in the Principal's Weekly and/or assigned Department of Education website links. In addition, we use the free online translation services provided by the Department of Education as well as school staff who also provide written translation services in other languages. Newsletters, parent notifications and official correspondences are translated and distributed to the school community.

In order to ensure timely provision of translated materials to parents, PS 130 distributes the "DOE Language Preference Form", to collect our data for translation. The Parent Coordinator creates a class list with each parent's language preference. According to this list, translated notices are distributed as needed.

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

Oral translation is provided via DOE phone translation services, outside contractors and in-house staff or parent volunteers during PTA meetings or Parent Conferences for parents who need this support.

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

We have determined that the following languages, Spanish, Bengali, Urdu, Arabic and Russian are the major languages spoken by our parents. These languages require the largest amount of translation both written and oral. DOE translation and interpretation posters are visibly displayed by the main entrance, Parent Coordinators office and school's main office. We provide translators during the Parent Teacher conferences. We also announce during general meetings the availability of oral translation in Spanish as it is our primary L2. PS 130 currently uses all translated versions provided by the Department of Education for communication with parents as published in the Principal's Weekly and or assigned Department of Education web site links. In Addition we use the free online translation services provided by the Department of Education as well as school staff who also provide written translation services in other languages. Newsletters, parent notifications and official correspondences are translated and distributed to the school community.

In order to ensure timely provision of translated materials to parents, PS 130 distributes " DOE Language Preference Form." The Parent Coordinator creates a class list with each parent's language preference. According to this list, translated notices are distributed as needed.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS 130	DBN: 15K130
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 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: 72
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 3
of content area teachers: 1

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: Rationale

After analyzing data from the NYSESLAT through the Title III AMAO tool as analyzing trends from in-house assessments we saw that there was a discrepancy between the listening/speaking and reading/writing scores for our ELLs. We created a program that would cover the modality needs of these students.

Subgroups & Grade Levels:

We will have 5 groups, one group for each grade 1through 5. Each group will contain all three subgroups of Beginner, Intermediate, and Advanced. The total number of students that will be served will total 60.

Schedule & Duration:

The program will begin the week of January 7th, 2013 and continue through the first week of June. 5 months in total. The groups will meet two days per week on Monday and Tuesday proposed. The groups will be here on those two days from 3:00-4:30 to total three hours per week.

Language of Instruction:

The language of Instruction will be predominately in English but always with Native Language support when needed.

Number & Types of Certified Teachers:

We will be hiring 4 teachers. The posting will be up in late November through December. Content area teacher will co-teach with ESL licenced teachers.

Types of Materials:

We have purchased Attanasio NYSESLAT test prep materials which break instruction down into modalities. We will also be using in-house curriculum to help support modality mastery. We are also using Imagine Learning on the computer during this time.

Part C: Professional Development

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: PDRationale

PD #1:

In the previous years we have in-house trained our teachers on second language acquisition in reading instruction through book study of *Balancing Reading and Language Learning* by Mary Cappellini.

Teachers to Receive Training:

The teachers that will attend this are the new teachers to the building. This number will be four.

Schedule & Duration:

The book study will last four sessions. Each session will last 1 and half hours (3:00pm to 4:30PM) for a total of 6 hours on Thursdays from April to May 2013. Attendees receive training rate.

Topics to be covered:

This book study examines the stages of language acquisition, components of balanced literacy while supporting language acquisition and checklists and supports to aide general educators with second language learners.

Name of Provider:

Maria Nunziata, Principal and former ESL teacher, will facilitate this book study.

Rationale PD #2:

Through analyzing in-house data, ELA scores, Title III AMAO tools, and teacher observation we have seen that our ELLs are often reading below grade level. We understand the reading and writing connection and have seen the translation between the levels of both of these modalities. We decided that we needed to deepen the knowledge of our General Education teachers about teaching reading to English Language Learners. In turn, we have chosen to participate in CFN 102 Professional Development titles, *What's Different About Teaching Reading to English Language Learners* through the Center for Applied Linguistics.

Teachers to Receive Training:

This will be open to any of our General Education Teachers, New Teachers and all Title III teachers. to attend.

Part C: Professional Development

Schedule and Duration:

This by monthly PD will be held for six sessions for two hours per session to total 12 hours (3:00pm to 5:00) during the school year 2012-2013 at our CFN. Teachers will receive training rate.

Topics to be Covered:

The Center for Applied Linguistics has put together this intensive PD to cover all facets that General Educators need to understand the needs of English Language Learners in reading. Topics will cover stages of language acquisition, schema and background knowledge in reading, guided and shared reading and phonics.

Name of Provider:

Our ELL Instructional Coach from Network 102, Maria Della Ragione will be facilitating these sessions.

Rationale PD #3:

We have seen a need to ensure that all of teachers are able to design their units to meet the needs of all learners, especially our English Language Learners, Students with Disabilities and our ELLs with Disabilities. Due to this, we have decided to have teachers attend Professional Development on Universal Design for Learning to help them adapt their curriculum for all learners.

Teachers to Receive Training:

This Professional Development is open to all of our staff to participate.

Schedule & Duration:

This Professional Development is held every 6 weeks for two hours. It began in October and will run through June During our Professional Development interships (Mondays or Wednesdays). It is asked for teachers to commit to all sessions but that is not required. They are paid per session.

Topics to be Covered:

The topics covered here are all based in Universal Design for Learning (UDL). Participants learn and study UDL ad construct their learning together about applying it to their own work. This group becomes a working group where teams of teachers, cross schools, gather to adapt and share ideas on differentiations.

Name of Provider:

Our ELL Instructional Coach from Network 102, Maria Della Ragione will be facilitating these sessions.

Part D: Parental Engagement Activities

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: Activity #1:

Rational We have a very involved parent community at P.S. 130. This first activity is to help inform parents of English Language Learners on the curriculum and ways that they can help their students at home. These workshops have come from the need that we have seen where non-English speaking parents may feel intimidated by an English curriculum or not understand the importance of supporting their student at home in their Native Language.

Schedule & Duration:

These workshops will be held once a month last Friday of the month from 9:00 am to 10:00 AM between October and June.

Topics to be Covered:

The topics will vary but all be content specific with strategies and techniques to support their student at home and through Native Language.

Name of Provider:

The provider will vary depending on the topic of the workshop. Our math and literacy coaches will facilitate PDs around those content areas. Our ESL teacher will be involved to talk about strategies and scaffolds that are language specific.

How Parents will be Notified of these Activities:

Parents will be notified through flyers, in their native language, inviting them to attend. These workshops will also be listed on the monthly school calendar that is distributed home to parents.

Rationale Activity #2:

We have seen a desire for our parents to learn English and increase their English skills. This, coupled with their expression of spending and participating more at the school level led us to brainstorm ways that they could learn English, here in the building. In turn, this led us to purchase and designate computers to house Rosetta Stone's English Program for parents to come and use at their leisure.

Schedule & Duration:

Part D: Parental Engagement Activities

This is an on-going offering, parents can come as many times as they desire to work through their level on the computer program (Monday- Friday, 9:00 AM to 3:00 PM).

Topics to be Covered:

This is all English Language Learning through the program.

Name of Provider:

The computer program, Rosetta Stone, and our ESL teacher will facilitate any training for parents on how to initially use the program.

How Parents will be Notified of these Activities:

Parents will be invited through a letter in their native language to attend and use this resource at their convenience.

Part E: Budget

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

Allocation Amount: \$0

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 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)		

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL		