



Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PUBLIC SCHOOL 131

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

PRINCIPAL: RUTH N QUILES

EMAIL: RQUILES2@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SKOP

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
Ruth N Quiles	*Principal or Designee	
Lorraine Donlon	*UFT Chapter Leader or Designee	
Beatrice Osorio	*PA/PTA President or Designated Co-President	
Flor Gonzalez	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Elizabeth Acevedo	Member/Teacher	
Violet Windbush	Member/Teacher	
Nancy Vido	Member/Teacher	
Sherry Clarke	Member/Para professional	
Marie Martinez	Member/Parent	
Beatrix Illes	Member/Parent	
Danielle Quinones-Schell	Member/Parent	
Tanya Izurieta	Member\Parent	
Jenna	Member\Parent	

Diane Franklin	Member\Parent	
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** 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

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

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

Comprehensive needs assessment

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

Special education students make progress as measured on Rigby Benchmark Assessments and the ELA exam. When disaggregating the data, special education students in the ICT classrooms make the least amount progress and proficiency than special education students in self-contained and/or SETSS students. All special education students must show progress from September through June on the Rigby Benchmark Assessment. They must all move minimally four reading levels. Seventy-five percent of special education students will improve minimally four levels on the Rigby Benchmark Assessment.

Instructional strategies/activities

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

Support will continue to be provided for self-contained students with a push-in Literacy teacher two days a week. SETSS will have a dedicated reading program “Literacy by Design”. The ICT teachers will become integral members of the Literacy Pilot with professional development in Universal Design for Learning and Depth of Knowledge. There is a new ICT class this year that will be supported by professional development in the teaching of diverse learners by Teacher’s College. Rigby Reading Profiles will be collected monthly and students will be monitored for progress. In cases where there is very little progress or no progress, an intervention plan will be developed.

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.

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

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:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

Every classroom teacher will engage their students in two Literacy and two Math curriculum units that are aligned to the Common Core standards and include Speaking/Listening Standard 1 and Language Standard 5. Literacy units are inclusive of social studies and science content areas.

Comprehensive needs assessment

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

In June there will be a total of (2) Literacy aligned curriculum units per grade, as well as, (2) Math aligned units in every classroom. I will have a collection of the units per grade. Cluster teachers will also have (2) curriculum units aligned in their content area. This will allow us to fulfill the Chancellors' instructional objectives for the 2012-2013 school year. A collection of the units will measure if this goal is attained.

Instructional strategies/activities

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

Each grade has a facilitator assigned that has participated in the Chancellor's Pilot of creating tasks. As a grade they will choose which curriculum units they will use to collect student work and participate in inquiry work. The cluster teachers will choose a standard and align a curriculum unit around this standard. Teachers will utilize Faculty Conferences, Election Day Professional Development and common prep periods to complete this inquiry work. They will complete a reflection sheet, as a grade, that will be shared amongst the entire school. Attending faculty meetings, collecting student work and reading the reflection sheets, will provide the evidence that units were aligned to the Common Core Standards. Performance-based assessments were embedded throughout, a culminating task was designed and inquiry will be done around student work.

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.

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

Budget and resources alignment

- Indicate your school's Title I status: x 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:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

To incorporate Danielson's Framework in professional discussions with teachers, both verbally and in writing.

Comprehensive needs assessment

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

In order to improve teacher practice, teachers need to be given timely, effective feedback that is evidenced based on student work. When this occurs teachers can improve their practice and this leads to student achievement There are four new hires this year and eight new hires the previous year. The need to develop a common language and provide continuous professional development is now prevalent. Teachers will receive, minimally, monthly feedback that is based upon Danielson's Framework and a Rubric that was developed by Teacher's College. A chart is kept indicating the dates and type of feedback provided to teachers this year.

Instructional strategies/activities

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

Danielson refers to observations and walk-throughs as opportunities for a professional discussion. The cabinet, which includes Coaches and Assistant Principals, will study The Handbook for Enhancing Professional Practice by Charlotte Danielson this school year. We will use the checklists included to provide feedback to teachers. Teachers will be provided the tools prior to their implementation. Opportunities will be provided for teachers to evaluate one another so that a professional learning community can be fostered. Teachers will be able self assess and/or evaluate one another. The Checklists will be on file until next school year so that comparison may be made for professional growth. Informal and formal observations will be provided in writing for teachers. Each observation will be connected to Danielson's Framework.

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.

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

Budget and resources alignment

- Indicate your school's Title I status: x 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:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

To engage in inquiry work and implement curriculum units with performance based tasks and/or text and task sets for the NYC Pilot Program in both Literacy and Mathematics.

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.

Two aligned curriculum units and/or text and task sets will be implemented in Literacy. In Mathematics, performance-based assessments will be included in every unit. Two units will be chosen for the Pilot work. This will also satisfy the Chancellor's instructional objectives. Unit plans will be collected by pilot participants that will measure the attainment of this goal.

Instructional strategies/activities

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

An instructional team comprised of members from each grade will attend professional development opportunities with the NYC Pilot Program. They will use the materials provided and then collect students work. Reflections will be included on implications for instruction to be shared. The text and task sets, along with curriculum units and templates will be shared during common prep periods amongst the grade. Attending professional development meetings with the Pilot and attending monthly meetings as the Instructional cabinet, will provide evidence. Written minutes will be taken to show progress during this initiative. Implementation and feedback will be monitored.

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.

Parents will be informed through PTA meetings, SLT and Title 1 committee meetings.

Budget and resources alignment

- Indicate your school's Title I status: x 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:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Most of the funds will provide per session salaries. There will be early morning debriefings to share with one another. After school per session will provide for professional development and the creation of curriculum units.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

To engage more parents in their child's school.

Comprehensive needs assessment

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

On The Learning environment Survey the lowest score was achieved on the question of how often parents were invited to a workshop, program, performance or other events at the school. Parents will be invited monthly for either school-wide or individual class events during the 2012-13 school year. Attendance sheets will determine whether this goal was attained. There should be an improvement from last years' attendance.

Instructional strategies/activities

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

I will, along with the Parent Coordinator and PTA Executive Board, create a year-long calendar to ensure that there are events involving parents minimally once a month for all grades K through 5. I looked at the data specifically stated on the Learning Environment Survey for a few years and found this an area of concern for Parents.

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.

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

Budget and resources alignment

- Indicate your school's Title I status: x 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.

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

All programs are coordinated within this goal. This is a goal for the entire school so all students and parents will receive this information. All constituents involved with the child will be given access to the child's Progress Report.

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	Academic Intervention Services	This service will be Two hours of reading instruction and one hour of math instruction weekly. Folders will be kept to have evidence of growth. Benchmark Education will be used. Small groups	Before or after school.
	At Risk Resource Room	Classroom teachers/guidance counselor/CPPST members will recommend students for additional support in reading and math. Small groups	During the school day.
	Summer School	This program will provide reading, writing and math instruction during summer vacation. This year it is only for grades two through five. Small groups	During the school day
	90 Minute Literacy Block	Every student in the school will participate. This block will include reader's workshop and an independent reading activity. Teachers college reading and writing program. Whole group, independent and small guided groups.	During the school day
	Assessment Driven Instruction	Every child will have a folder that will consist of running records, Scholastic benchmark exams, writing sample and a Math sample. Teachers will use conference notes to provide	During the school day

	<p>Reading Intervention Specialist</p> <p>Push in ESL</p> <p>Special Time</p> <p>OLSAT</p>	<p>guided and focused strategy lessons for students. One on one and small groups.</p> <p>This service will be provided for 1st grade One on one.</p> <p>As much as the program allows, ESL will be provided during the literacy block. Small group.</p> <p>Intervention groups of up to ten students will be serviced daily and in cycles with mathematics. The cycles are six weeks long. Benchmark Skill Bags will be used for reading and writing.</p> <p>Test preparation will be provided for eligible students .Small groups</p>	<p>During the school day-weekly</p> <p>During the school day</p> <p>During the school day</p> <p>Saturdays</p>
Mathematics	<p>60 Minute Math Block</p> <p>Summer School</p> <p>At Risk Resource Room</p> <p>Academic Intervention Services</p> <p>Math Enrichment</p>	<p>Every student in the school will participate. This block will include a workshop. Exemplars will be a part of this program. Whole group, independent and small guided groups.</p> <p>This program will provide reading, writing and math instruction during summer vacation. This year it is only for grades two through five. Small groups.</p> <p>Classroom teachers/guidance counselor/CPPST members will recommend students for additional support in math. Small group</p> <p>This service will be Two hours of reading instruction and one hour of math instruction weekly. Folders will be kept to have evidence of growth. Small groups</p>	<p>During the school day</p> <p>During the school day</p> <p>During the school day</p> <p>Before and after school</p>

	Performance-Based Assessments	Games will be provided to support Math concepts and vocabulary. Small groups Every teacher in grades K thru 5 will expose students to a rigorous curriculum that is aligned to the Common Core Standards. Whole class	After school Monthly during the school day
Science	AIS Science	The science teacher will provide small group instruction to at risk students in the science laboratory. Small group	During the school day-weekly
	Test Preparation	Test preparation will be provided for all 4 th grade students. Whole class	Saturdays
Social Studies	Project-Based Specialist	Students will engage in projects with culminating activities in Social Studies units. Whole class	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor:	An after school program will provide for conflict resolution, anger management, self esteem building, peer relations, friendship building and working together one day a week. (Be Cool) Small group	After school
	Support Services-Guidance	The guidance counselor will provide in class activities as well as group and individual sessions. Whole class	During the school day

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.

Recruitment-we reach out to NYU, LIU, St Joseph's and Columbia University for candidates. A team reviews the resources for interviewing. The team consists of the Principal, Assistant Principal and UFT Chapter Leader. Interviews are held and viable candidates are asked to return and provide a demonstration lesson for the team. The team agrees through consensus who should be hired.

Retention- All teachers are provided with a buddy teacher, a grade leader, a mentor and a staff developer (either literacy or math). Grade leaders support the organizational aspects of school life. Buddy teachers are a resource for anything a teacher may need to know, Mentors actually assist with planning and pedagogy. They observe the teacher and provide feedback. Coaches are cycled with teachers. Six weeks with the literacy coach and six weeks with the math coach. Coaches provide demonstration lessons and arrange visits to other classrooms.

Assignment- All teachers are assigned to their license area.

Support- Administration provides consistent support through written and verbal feedback both by the Principal and Assistant Principal. Follow up may be provided by other school personnel who may have a particular area of expertise.

**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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

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;

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	1036	Total Number of ELLs	419	ELLs as share of total student population (%)	40.44%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

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

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

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

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

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

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

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

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

Office.

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish; Chinese
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 <small>(60%:40% → 50%:50% → 75%:25%)</small>	2	1	0	0	0	0								3
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	2	2	2	0	0	0								6
Push-In	3	0	1	0	0	0								4
Total	7	3	3	0	0	0	0	0	0	0	0	0	0	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian	0	2	1	0	0	0								3
Other	1	3	1	2	1	2								10
TOTAL	64	101	81	48	42	33	0	369						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

in the native language.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

*Extensive assessments in:

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

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

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

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

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

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

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

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

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

and classroom observations and conferences with students to modify curriculum plans and instruction on a daily basis. In addition to AIS, Literacy Intervention Group, Special Time, ESL, in classroom instructional differentiation, At-Risk Resource Room, once students are evaluated and identified as Students with Special Needs, more intense support may be provided by participating in Pull-Out Mandated Resource Room or Integrated Collaborative Teaching classroom. Presentl ICT classes exist in Grades K, 1, 2, 3. The goal is to add one ICT class on a grade each year].

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	N/A		N/A	N/A
Social Studies:	N/A		N/A	N/A
Math:	N/A		N/A	N/A
Science:	N/A		N/A	N/A
N/A	N/A		N/A	N/A
N/A	N/A		N/A	N/A
N/A	N/A		N/A	N/A
N/A	N/A		N/A	N/A

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

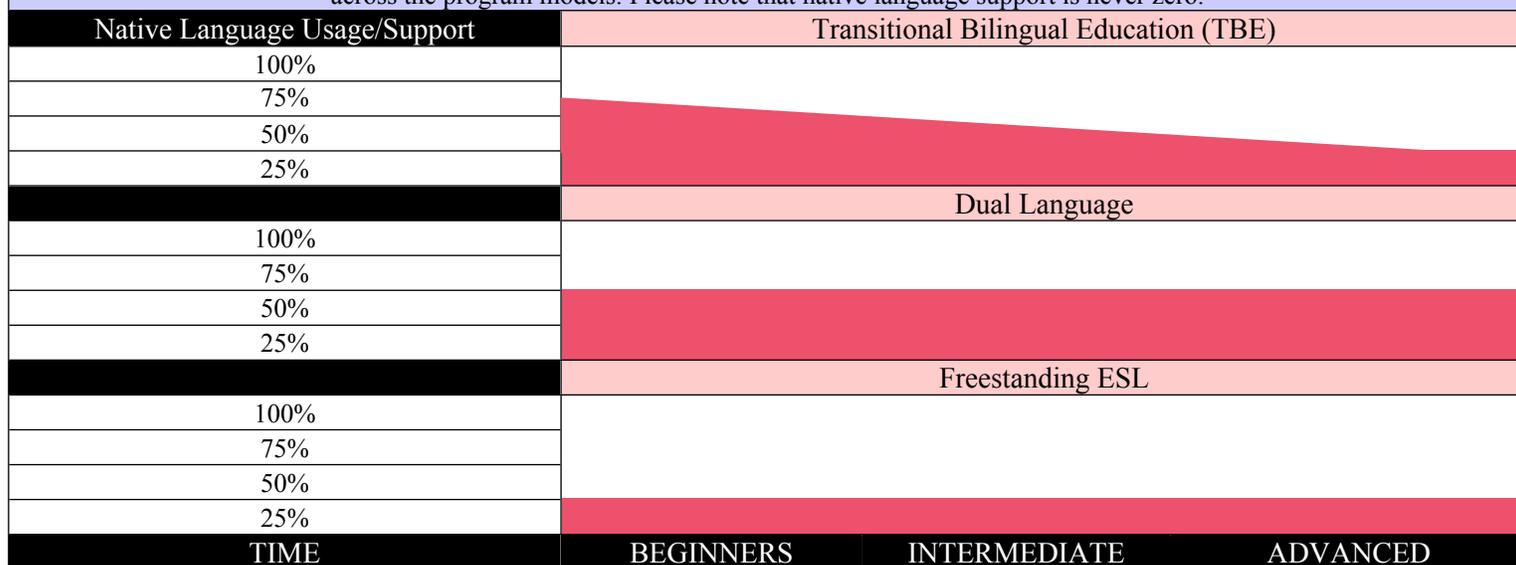
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

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

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

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

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

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

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

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

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

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

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

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

in the native language.

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

15. All required support services and resources correspond to ELL ages, grade levels, AND language proficiency levels, reading, writing and math levels. Students are placed in a grade based on age and the curriculum provided is grade specific, with modifications based on reading and math levels. Within each classroom, students are placed in flexible groups based on reading, writing and math levels. Group placement changes as student levels change. ESL groups are grade and language proficiency level specific.

16. Newly enrolled ELLs, Grades 1-5 [and many in PreK and Kindergarten] are registered after the beginning of school, so we presently do not offer activities for newly enrolled ELLs in Grade 1-5 BEFORE the start of the school year. We do offer parent orientation meetings and school tours for newly enrolled PreK and Kindergarten students [including ELLs and their families] in June of the year before they start school. Spanish, Chinese and Bengali [when available] translations are offered at these orientation meetings and tours. These orientations include introduction to key school personnel; descriptions of programs offered to all different student populations in the school, ELL identification process and placement, what to expect the first few days of school, how to build anticipation and excitement for school with the PreK and Kindergarten student throughout the summer; how to deal with separation anxiety; visits to classrooms across the grades and Q & A sessions with the Assistant Principal.

17. There are no language electives offered at P.S.131K.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

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

E. Parental Involvement

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	80	39	15	3	12	4								153
Intermediate(I)		36	19	23	6	6								90
Advanced (A)	36	27	46	22	27	23								181
Total	116	102	80	48	45	33	0	0	0	0	0	0	0	424

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	3	2	1	0	0							
	I		19	8	4	1	2							
	A		36	41	13	16	10							
	P		34	24	29	19	17							
READING/ WRITING	B	1	32	9	2	4	2							
	I		35	17	23	6	6							
	A		16	39	22	23	21							
	P		9	10	0	3	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	15	23	6	0	44
4	7	24	7	0	38
5	13	26	4	0	43
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6	1	15	2	17	2	0	0	43
4	2	2	21	1	9	4	1	0	40
5	2	0	20	3	18	6	1	0	50
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1	3	2	14	1	4	0	25
8	0								0
NYSAA Bilingual Spe Ed									0

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

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

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

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

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

2. Analysis of movement through proficiency levels indicates that most ELLs remain at the Intermediate and Advanced proficiency level for two years. ELLs remaining at a proficiency level for more than two years, seem to need additional interventions.

3. Analysis of NYSESLAT modalities reveals that most ELLs reach proficieny in Listening/Speaking before becoming proficient in Reading/Writing. Modality scores are used to inform ESL Pull-out Program groupings, as well as Special Time groupings at the beginning of the school year. Teachers student strengths in Speaking/Listening as a bridge to improving reading/writing skills.

4a. Native language testing occurs only in Kindergarten for Spanish speaking students. Often scores on the Spanish LAB-R are comparable or slightly higher than the scores on the English LAB-R for entitled students. LAB-R native language testing is not offered in other grades. Our data indicates that most Chinese speaking ELL students take longer to score into Advance Level of proficiency on the NYSESLAT than any other ethnic group. Throughout all proficiency levels, Listening/Speaking score are always higher than Reading/Writing scores. The only examine our students take in their native Language is Science. ELLs generally score at Level 2 when taking in their native language and these are usully recent arrivals. Our ELL students do very well on the English Science Test. At the beginning of the school year, new test data is analyzed by Principal, Assistant Principals and ALL teachers.

4b & 4c. Our ELLs do not take the ELL Periodic Assessment. We administer the regular ELA Periodic Assessment. Teachers use the results to plan specific skill lessons in areas of weakness. This year we Sare exploring the use of the LAS ELL periodic assessments in reading and writing.

5. Dual language program is not available.

6. Programs for ELLs are evaluated by student progress through: standarized test scores; growth in proficiency levels, from year-to-year, on NYSESLAT; periodic growth in reading, as per standarized test scores and periodic administration of Running Records and growth in writing levels, as per periodic administration of end-of-unit writing assessments [Writing-on-Demand], using rubrics and narrative and non-narrative writing continums, for scoring purposes, provided by Teachers College.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 6 **Network:** 612

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

Chinese – Family Worker

Urdu – Para Professional

Spanish – Parent coordinator and School Aide

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

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

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

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

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

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Magnet School for Performing A	DBN: 15k131
Cluster Leader:	Network Leader: Margarita Nell
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input 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: 6
of certified ESL/Bilingual teachers: 6
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Extended Day Program at 15k131 will follow the Literacy Model and Mathematics Model. The ELL students will participate in the Title III Program twice a week from 3:10 – 4:40 P.M. There will be 5 classes with 20 students in each class. The grades serviced will be 3,4 and 5. A coordinator will facilitate and provide Professional Development. There will be six teachers paid out of Title III. They each work 3 hours a week which becomes 18 hours a week for 19 sessions. The sessions will run from November through May. On Tuesdays the students will be instructed in literacy and on Thursdays they will receive mathematics instruction. Five teachers and the coordinator are paid from Title III. The teachers will be N.Y.S. Certified Bilingual and ESL. All teachers have New York State certification. One (1) teachers have Chinese Bilingual Certificate the other has a Special Education license One (1) teacher has a Spanish Bilingual Certificate. Two (2) teachers plus the Coordinator has New York State ESL Certificates. The other has a special education license. The coordinator, an ESL teacher, will rotate in and out of this classroom to provide additional instructional support to ELLs. Supervisors will work in the Saturday Scholars Program for ELL's when the school offers NYSESLAT Test Prep. Saturday Scholars is the name given to Saturday classes for test prep. In this case it will be classes in preparation for the NYSESLAT. TITLE II Staff will also oversee any parent involvement activities and workshops. During the afterschool program, day one will be Literacy instruction and the second day will be Mathematics instruction. The Literacy Program will use the workshop model. Teachers will use ESL instructional methodology that will develop the four language skills for students at different stages of second language acquisition. Content area ESL will be part of the Language Arts session. The Math program will focus on specific skill building and use a concept-based approach. All instructional activities in ELA and Math will be aligned with the existing curriculum and the Common Core Standards. Students will be exposed to the Arts through the performances of the SEA Theater program. All these activities will be funded by Title III. There will be instructional materials purchased to supplement other materials in the Title III Extended Day program. The materials will include fiction and non-fiction literacy support. Test Prep for ELL's will also be acquired. Mathematics materials will also enhance the ELL's student's concepts and skills. Some examples of the materials may include:

Benchmark Education Company

Government and citizenship

* Immigration

• Communities

• Water and Weather

Part B: Direct Instruction Supplemental Program Information

- Changes in the Earth
- * Explorers of the New Lands

Other materials may include: Attanansio and Associates

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

Other materials may include: Rigby Harcourt Achieve

- Reader's Theatre - Science and Social Studies – Grade 3
- Reader's theatre – Science and Social Studies – Grade 4
- * Reader's theatre -- Science and Social Studies -- Grade 5
- Grade 3 Shared Reading and Writing Strand for ELL's
- Grade 4 Shared Reading and Writing Strand for ELL's
- * Grade 5 Shared Reading and Writing Strand for ELL's
- * Think-A-Long Better Math Performance

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

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

Part C: Professional Development

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

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

Part C: Professional Development

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

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

6 Teachers @ 2 hours for 7 sessions @ \$50.19 = \$ 4,215.96

Mondays at 3:10 to 5:10 PM

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

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

Flame Company

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

Tentative schedule for parent workshops:

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

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		???
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		