



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** P.S. 130 Q

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 25Q130

**PRINCIPAL:** MICHELLE CONTRATTI **EMAIL:** MCONTRA@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** DANIELLE DIMANGO



## 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
Michelle Contratti	*Principal or Designee	
Jo Ann Sorensen	*UFT Chapter Leader or Designee	
Melanie Zaharis	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Laurie Careddu	Member/Assistant Principal	
Stephanie Feerick	Member/Teacher	
Jaclyn Bolkovic	Member/Teacher	
Jennifer Rothchild	Member/Teacher	
Frances Gunther	Member/Teacher	
Monique Jethwani-Keyser	Member/Parent	
Tonya Perry	Member/Parent	
Hariklia Famiglietti	Member/Parent	
Kim Montgomery	Member/Parent	
Amy Cirrincione	Member/Parent	
Jennifer Petruccelli	Member/Parent	

\*\* 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.

In September 2012, 51 students, in grades 1 through 3, performed below grade level in reading as evidenced by the administration of the Teachers College running records and their Independent Reading Levels (IRL). We identified these lowest performing students (22%) in reading (the bottom 1/5) in these grades. The goal is that 50% of these students (25 students out of 51) will demonstrate at least one year's growth in reading levels by June 2013 as evidenced by the administration of the Teachers College running records and their Independent Reading Levels (IRL).

### **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.

Reading, a priority area of instruction is essential for improving student performance in all subject areas. In September 2012, 51 students in grades 1-3 scored on proficiency levels 1 or 2 in reading. They were identified for a CEP goal for the 2012-2013 school year because the school community recognizes that students must make adequate reading progress in order to be successful and achieve the Common Core Learning and statewide standards. The Common Core Learning Standards (CCLS) require a rigorous reading curriculum in order to prepare our students for a changing global economy. Students are required to maintain high academic standards along with their peers. Therefore the school community believes that a goal addressing reading growth would be appropriate to target school-wide.

According to data entered by classroom teachers into the TC Assessment Pro <https://www.rwpassessments.com>, 22% of students (51 out of 229) in grades 1-3, scored at proficiency level of 1 or 2. The 51 students include a mix of English Language Learners, economically disadvantaged and general and special education students. As part of the CCLS, teachers will work together to engage all students in rigorous tasks, embedded in well-crafted instructional units with appropriate supports. In addition, students will complete tasks that ask them to read and analyze informational texts and write opinions and arguments in response.

One year's growth as defined for each grade by TCRWP Benchmark Reading Levels and Marking Period Assessments matrix shows one year's growth from the beginning of September 2012 to June 2013 as the following: first grade is 5 letter levels; for second grade it is 3-4 letter levels; and for third grade it is 3 letter levels. Based on this data, the school community has chosen to target these students to improve IRL's so that 50% of these students can demonstrate at least one year's growth in reading levels. Out of the 51 students, 15 (29%) are ELLs, 11 (22%) are full-time special education students in Integrated Co-teaching Classes, 21 (41%) are general education students (not economically disadvantaged) and 18 (35%) are economically disadvantaged. Some students fall into more than one demographic group.

Out of all the students in the school in grades 1 through 3, 60% of ELLs read below grade level, 44% of full-time special education students in ICT classes read below grade level, 35% economically disadvantaged students read below grade level and 10% of general education students (not economically disadvantaged) read below grade level.

### **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.
  
- In September, classroom teachers administer the Teachers College Independent Reading Level (IRL) Running Records as a baseline assessment to all students in grades 1, 2 and 3. These Running Records are used as a Universal Screening Tool that is administered at least 4 times a year.
- Classroom teachers, administration and support staff review and analyze current data together to find the best ways to teach into small groups and target individual needs based on current IRL.
- IEP Teacher and RTI teacher review the AIS (Academic Interventions Services) list from the 2011-2012 school year to accumulate data on possible students that would need RTI services in the 2012-2013 school year.
- General and Special Education teachers, and ESL and RTI teachers review running records and IRL's and collaborate to find common goals for individual students and small groups.
- Teachers group students for guided reading and strategy lessons in order to differentiate instruction and provide Tier 1 RTI Interventions.
- Benchmark assessments are administered in November, January, March and May/June to ascertain progress toward meeting June goals.
- Individual teacher/class/grade meet to review data and discuss conference notes, classroom goals and individual goals, modify instruction and small groups as needed.
- Common planning on grade level to collaborate on future lessons of study and to plan multiple entry points to meet the needs of all students.
- Collaboration with CFN Network Support Specialists in Instructional Practices in order to meet the reading needs of these students.
- Weekly meetings with co-teachers to plan out differentiated lessons in all components of balanced literacy.
- The RTI teacher meets with identified students 3 to 5 times in a week in 9 to 12 week cycles. Progress is measured weekly and flexible grouping enables students to move to Tier 1, remain in Tier 2 or move to Tier 3.
- Implementation of research-based reading programs (Leveled Literacy Intervention, Foundations, and Great Leaps Literacy) during the extended time, 2 sessions per week to target specific reading goals.
- Reading Curriculum, Planning and Instruction will be targeted for all students in classes across the grades.
- All classroom teachers, ESL and SETSS teachers are responsible for implementing the plan.
- Reading Workshop to be administered 5 times a week (45 minutes each period) in all grades.
- In addition to the Reading Workshop components, read alouds, and shared reading in all curricular areas contribute to academic instruction in reading in order to reach targeted goal.
- Professional Development for all teachers through TC staff developers and other research-based reading programs to help students achieve targeted goal.

- Professional Development for all teachers in the use of Thinking Maps.
- Data to be entered into TC Assessment Pro 5 times across the year allowing for review and utilization of data for instructional purposes
- Collaboration with the full-time RTI teacher with classroom teachers, cluster teachers and providers of related services
- Bi-monthly PPT meetings with SBST to discuss students and any difficulties that they may be having that prevent them from meeting reading goals.
- Collaboration with the full-time ESL teacher with teachers of students who are ELLs and/or with IEPs.
- Title III after-school program fosters language acquisition through musical theater writing, singing and acting out books in dramatizations.
- Common Core aligned Performance Tasks are administered and assessed in each class for the literacy/science unit.
- RTI bi-monthly meetings discuss student progress
- Data specialist shares the specific and relevant data with staff.
- McGraw Hill's ACUITY testing in 3rd grade - Benchmark assessments in literacy (twice a year) and the ESL Predictive assessment (2 times a year) informs instructional needs.
- Uses of multiple modalities are used instructionally for the visual, kinesthetic, tactile and auditory learners.
- Speech teacher foster the use of language to express understanding.
- Inquiry teams collaborate weekly to analyze and discuss data and to create action plans.
- Related service providers use language to reinforce literacy learning.

#### **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.

Although we do not receive Title I funding, opportunities for parental involvement in activities include:

- Core Curriculum meetings inform parents/guardians of current curriculum
- Meet-the-Teacher Night informs parents/guardians of the year-long curriculum
- Kindergarten orientation for parents/guardians of incoming students
- Reading and Writing Celebrations in the classrooms for parents/guardians
- Reading Buddies in which parents/guardians visit classroom of their child to read to a group of students
- Parents/Guardians attend Teacher's College Calendar Day entitled Parents as Partners in Literacy
- ARIS/APL workshops to guide parents/guardians of how to use the online resources that informs them of their child's progress and personal data
- Parent members of the School Leadership Team (SLT) share information with the parent body.
- Parents and guardians attend PTA sponsored events as well as meetings.

**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: Tax levy and reimbursable funding

- OTPS funding to purchase additional instructional materials
- Funding for professional development sessions, with the Teachers College staff developer, through all grades level focusing on reading curriculum, teaching and learning
- Funding for full-time RTI Teacher and 4 Special Education Teachers
- Per session funding for data specialist shares data with school community
- Per Diem funding for substitute teacher coverage when teachers attend professional development
- Per session funding for Instructional Lead teachers meet monthly with CFN Support Specialist and to plan CCLS tasks and calendar
- Title III funding
- CASA grant

**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).
  - Federally mandated funds based upon IDEA are allocated for Special Education students in ICT classes for programs, services and instructional personnel.
  - LLI (Leveled Literacy Intervention) is a Fountas & Pinnell research based intervention system which is implemented by the RTI Teacher to service students
  - Other interventions that are used include Foundations and Great Leaps, which are both research based programs.
  - Anti-bullying including cyber bullying programs reinforce appropriate behavior

## **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.

By June 2013, 100% of students will participate in a problem-solving mathematics Common Core aligned unit of study, which includes a performance task.

By June 2013, 100% of all classroom teachers will implement a CCLS task in mathematics and administer related assessments.

### **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.

Mathematics is a priority area of instruction. As part of the CCLS, teachers will work together to engage all students in rigorous tasks, embedded in well-crafted instructional units with appropriate supports. In addition, students will complete tasks that ask them to analyze mathematical responses to solving more complex problems. Students will engage in mathematical discourse by constructing viable arguments and critiquing the reasoning of others.

This year, with the continued implementation of the Common Core Learning Standards in the mathematics curriculum for all grades, and with a CCLS task, the expectation is that all students will participate in this task. All classroom teachers will administer a pre-assessment in mathematics, teach into student academic needs based upon the scored assessment, and administer a post assessment, analyzing student growth and provide insight into improved instructional methods. As the Common Core Learning Standards (CCLS) require a rigorous mathematics curriculum in order to prepare our students for a changing global economy, our goal is enrich instruction with higher expectation based upon these standards. In June 2012, 96% of students met or exceeded mathematics with proficiency levels 3 and 4, as evidenced on student report cards. In addition, student report cards in the mathematics over-all grades will be compared from November 2012 to June 2013 and to last year's grades. Our high expectations for continued high results on the third grade NYS mathematics test, further supports choosing this goal for the CEP. Last year, 100% of our third grade students met or exceeded standards on this test. Therefore the school community believes that this goal is necessary to address mathematics growth would be appropriate to target school-wide.

### **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.

- Assess all students (K - 3) utilizing a baseline assessment
- Third grade students assessed using ACUITY's mathematics baseline test
- All classroom teachers plan for mathematics with ongoing units and review mathematics curriculum calendar established in the spring 2012 and revised in the fall of 2012.
- Classroom instruction: 5 periods per week for all students, grades K-3
- Teachers participate in ongoing professional development facilitated by the CFN Instructional Support Specialists focusing on the alignment of the current Everyday Mathematics' curriculum with the Common Core Learning Standards in mathematics
- Pedagogues will use mathematics data to differentiate instruction to all students forming small groups based on similar needs.
- All teachers will receive professional support on CCLS and using instructional strategies to improve student outcomes
- Ongoing grade, faculty meetings and study groups will provide opportunities to share successes and challenges
- Pre- and post-assessments administered for CCLS mathematics task across all grades
- Pre- and post-assessments administered for mathematics units of study across all grades
- Individual teacher/class/grade meetings to review data and discuss interim student and group goals
- Bulletin boards displays and classroom mathematics word walls will reflect current unit of study and used as a tool for learning
- Mathematical procedural charts in classroom are displayed
- Cluster programs will contain aligned grade topics in the mathematics curriculum
- Teachers and instructional staff will attend CFN's workshops with CFN's mathematics and data specialists. Teachers will turnkey ideas.
- Third grade teachers will administer to 3rd grade students the Acuity's Math Benchmark Assessments twice during the 2012-2013 school year and use the results to plan for small group and individual instruction based on similar needs.
- Use of manipulatives for mathematics instruction
- Use of multiple instructional modalities including websites, video clips, math manipulatives and APPS on iPads.

#### **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.

Although we do not receive Title I funding, opportunities for parental involvement in activities include:

- Core Curriculum meetings inform parents/guardians of current curriculum
- Meet-the-Teacher Night informs parents/guardians of the year-long curriculum
- Kindergarten Orientation for parents/guardians of incoming students
- Parents' Workshops with Mathematics Network Specialist to inform them of the CCLS and the changing assessments and expectations
- Breakfast with the Principal for parents/guardians to discuss curriculum
- Parent Teacher Conferences at least twice a year
- Individual Conferences with Parents/Guardians throughout the school year
- ARIS/APL meetings to guide parents/guardians of how to use the online resources to inform them of their child's progress
- In selected kindergarten classes, parents invited to participate in math games
- ARIS/APL workshops with Parent Coordinator in technology lab
- Parent members of the School Leadership Team (SLT) share information with the parent body and explore how instruction and expectations have changed with the CCLS

- Parents and guardians attend PTA sponsored events as well as meetings.

**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:

- OTPS funds for mathematics materials
- NYSTL funding for mathematics books for classroom libraries
- Schedules that allow teachers to self-select professional development focus groups based upon their needs and analysis of data to meet students' needs
- Funding for mathematics professional development sessions by grade-level focusing on curriculum, teaching and learning
- Per Diem funding for substitute teacher coverage when teachers attend professional development
- Math test prep materials
- Per Session funds to support the extended day math program

**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).
  - Federally mandated funds based upon IDEA are allocated for Special Education students in ICT classes for instruction in mathematics.
  - Title III Federal funding for English Language Learners is used to fund additional services beyond the mandated requirements.
  - Professional development to attend workshops on instruction, data and curriculum

### **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.

By June 2013, 75% of the English Language Learners (ELLs) in grades 1-3 will make progress as evidenced on the Spring 2013 NYSESLAT. By June 2013, 20% of the English Language Learners (ELLs) will achieve proficiency on the Spring 2013 NYSESLAT. Making progress is demonstrated in the following ways:

1. Students move up one proficiency level on the LAT from one year to the next
2. Students testing out of ESL by achieving a proficiency rating on the LAT
3. Students achieving a growth in their scale score of at least 43 points on the LAT, one year to the next
4. Kindergarten ELLs score Intermediate on the Spring 2013 NYSESLAT
5. Third grade students (ELLs and Transitional ELLs) pass the NYS English Language Arts exam

#### **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.

Upon examining the ELL students' results on the Spring 2012 NYSESLAT exam through NYS reports and through the AMAO Title III Estimator Tool, the data give evidence that students are struggling more in the reading and writing than in listening and speaking. Students scored higher on the listening and speaking sections. Therefore, teachers need to strengthen and further develop student reading/writing skills over listening and speaking and as part of the Common Core Learning Standards. Students' Independent Reading levels and their running records will be used to identify student literacy needs. Students will work with the ESL teacher and classroom teachers, support staff, the RTI teacher and other instructional staff beginning in September 2012.

Data indicates that out of the 42 ELL students who took the NYSESLAT in 2012, 81% made progress in English Language Acquisition. 19% attained proficiency on the LAT. 26 out of 42 ELLs (62%) students in 2012 scored at the Advanced and Proficient levels. On the NYS ELA Assessment in 2012, 77% (10 out of 13) of ELLs and Transitional Ells achieved a proficiency level of a 3 or 4.

#### **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.

#### **Across the Academic School Year**

- All pedagogues review Teachers College reading and writing curriculum calendar established in the spring 2012 and revise throughout the 2012-2013 school year

- ESL teacher utilizes a push-in and pull-out model of instruction for ELL students
- Teachers, including the ESL, classroom teachers and data specialist, receive ongoing professional development on the use of instructional strategies to improve student outcomes and on the use of data to plan differentiated instruction
- ESL Teacher will participate in network professional development sessions related to building academic language through the content areas and through the lens of the Common Core Learning Standards
- ESL Network Staff Developer will work with the ESL teacher and classroom teachers to develop lessons, and analyze data, which will help students acquire improved reading and writing skills.
- On-going grade and faculty meetings and informal study groups will provide opportunities to share successes and challenges
- Instructional support for transitional ELLs will be planned
- ESL Teacher collaborates with administration, classroom and cluster teachers, RTI teacher, and data specialist
- Administration turnkeys learning and instructional ideas from ESL, TC and network workshops
- Network specialists provide professional development to instructional staff
- Inquiry groups identify ELL students who will be part of an IT cohort

#### September - November 2012

- Analyze and group ELL students based upon NYSESLAT results from previous spring
- Establish short term and long term goals
- Assess students' proficiency reading levels through TC Comprehensive Literacy assessments
- As needed, assess lower performing students skills on letter and sound identification, letter ID and concepts of print through TC Comprehensive Literacy assessments
- Individual teacher/class/grade meetings to review data and discuss interim student and group goals
- Grade level common planning utilized to collaborate on units of study
- Classroom and ESL bulletin boards displayed which reflect current units of study and student work
- Classroom and ESL word walls and academic vocabulary word walls
- Review student report cards 3 times a year
- Share with pedagogues results of ELL data; Level 1 and 2 Academic Intervention Services implemented and reviewed
- RTI teacher collaborates with classroom and ESL teacher and SETTS teacher to identify students
- Students attend an after-school Title III program – *Making Books Sing*, a Musical Theatre Residency program once a week
- Review data from 3rd grade ELL Periodic Assessment and analyze data
- Review data from 3rd grade Benchmark Assessment in Literacy and analyze data
- Group ELL and transitional ELL students in Inquiry Team Cohorts as applicable; Follow students already in IT cohorts
- Use of technology to support hands-on learning and visual and auditory learners
- Group ELL and transitional ELL students in Inquiry Team Cohorts as applicable; Follow students already in IT cohorts
- Lead instructional team members meet to plan for CCL tasks

#### December 2012 – March 2013

- Establish short term and long term goals
- Assess students' proficiency reading levels through TC Comprehensive Literacy assessments
- As needed, assess lower performing students skills on letter and sound identification, letter ID and concepts of print through TC Comprehensive Literacy assessments
- Individual teacher/class/grade meetings to review data and discuss interim student and group goals
- Grade-level common planning utilized to collaborate on units of study

- Classroom and ESL bulletin boards displayed which reflect current units of study and student work
- Classroom and ESL word walls and academic vocabulary word walls
- Review of student report cards
- RTI teacher collaborates with classroom and ESL teacher to identify students
- Students attend an after-school Title III program – *Making Books Sing*, a Musical Theatre Residency program once a week
- Use of technology to support hands-on learning and visual and auditory learners
- Group ELL and transitional ELL students in Inquiry Team Cohorts as applicable; Follow students already in IT cohorts
- Lead instructional team members meet to plan for CCLS tasks

#### March 2013 – June 2013

- Establish short term and long term goals
- Assess students' proficiency reading levels through TC Comprehensive Literacy assessments
- As needed, assess lower performing students skills on letter and sound identification, letter ID and concepts of print through TC Comprehensive Literacy assessments
- Individual teacher/class/grade meetings to review data and discuss interim student and group goals
- Grade level common planning utilized to collaborate on units of study
- Classroom and ESL bulletin boards displays reflect current units of study and student work
- Classroom and ESL word walls and academic vocabulary word walls
- Review student report cards
- Data from 3rd grade ELL Periodic Assessment and analyze data
- Review data from 3rd grade Benchmark Assessment in Literacy and analyze data
- Level 1 and 2 Academic Intervention Services implemented and reviewed
- Group ELL and transitional ELL students in Inquiry Team Cohorts as applicable; Follow students already in IT cohorts
- RTI teacher collaborates with administration, IEP teacher, classroom and ESL teachers to identify students
- Students attend an after-school Title III program – *Making Books Sing*, a Musical Theatre Residency program once a week
- Review data from 3rd grade ELL Periodic Assessment and analyze data
- Review data from 3rd grade Benchmark Assessment in Literacy and analyze data
- Level 1 and 2 Academic Intervention Services implemented and reviewed
- Share with pedagogues results of ELL data
- Review student report cards and analyze data
- Use of technology to support hands-on learning and visual and auditory learners
- Group ELL and transitional ELL students in Inquiry Team Cohorts as applicable; Follow students already in IT cohorts
- Lead instructional team members meet to plan for CCL tasks

#### **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.

Although we do not receive Title I funding, opportunities for parental involvement in activities include:

- Parents and Guardians meet with the ESL Teacher to determine ESL program and the performance and progress of students

- Core Curriculum meetings inform parents/guardians of current curriculum
- Parents/Guardians attend the after-school Title III program for four sessions – *Making Books Sing*, a Musical Theatre Residency program, participating in process-based activities
- Meet-the-Teacher Night informs parents/guardians of the year-long curriculum
- Kindergarten Orientation for parents/guardians of incoming students
- Reading and Writing Celebrations in the classrooms invite parents/guardians
- Reading Buddies in which parents/guardians visit the classroom of their child to read to a group of students
- Parents/Guardians attend Teacher’s College Calendar Day entitled Parents as Partners in Literacy
- ARIS/APL workshops to guide parents/guardians of how to use the online resources to inform them of their child’s progress
- Parent members of the School Leadership Team (SLT) share information with the parent body including parents of ELLs.
- Parents of ELLs attend PTA sponsored events as well as PTA meetings. Translators are available as needed.

**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.

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

If other is selected describe here:

- Create schedules that allow teachers to self-select professional development based upon teacher's needs and analysis of data to meet students' needs
- Funding for continued ESL professional development sessions by individuals or grade level instructional staff focusing on curriculum, teaching and learning
- NYSTL funding for ESL books for students and software
- Tax Levy funds allocated for full-time ESL teacher
- Title III – Per session funds allocated for ESL Title III after-school program - *Making Books Sing*, a Musical Theatre Residency
- OTPS supplies for ESL programs
- NYSTL library funds purchase books in students’ home languages
- Per Diem funding for substitute teacher coverage when teachers attend professional development
- CASA Grant

**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).

- Fiscal and human resources are coordinated to provide the following programs to support ESL literacy:
  - Title III after-school program – *Making Books Sing*, a Musical Theatre Residency
  - Professional development to attend workshops on the AMAO Title III Estimator Tool, and network and DOE workshops in alignment with CCLS and NCLB
  - Anti-bullying auditorium presentations and instruction related to cyber bullying for students funded by the NYCDOE and federal funds
  - Funding to hire Special Education ICT teachers (students with an IEP and who are also ELLS)

### **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.

#### **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.

#### **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.

#### **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.

#### **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).

## 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.

### **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.

### **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.

### **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.

### **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).

**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	Balanced literacy, the core instructional program, allows for opportunities to differentiate instruction and support student's individual needs. Students, identified by the Teachers College Comprehensive Literacy Assessment System as needing additional support in literacy, receive instruction and coaching from classroom teachers, the RTI provider, Inquiry Teams members, IEP and SETTTS teachers and other instructional and support staff. Small group instruction includes, but is not limited to, teacher-designed guided reading, strategy group lessons, and word work lessons. The RTI teacher works with	Tier I interventions are used in the classroom. These services are provided throughout the school day by the classroom teachers, ESL teacher and support and instructional staff. One-to-one or small group instruction is provided for identified students as needed. For Tier II, the RTI teacher uses the pull-out model with small groups (kindergarten through 3rd grades) and works with identified students. Tier III is provided by the RTI teacher either 1:1 or 1:2 in a teacher/student ratio.	Tier I interventions are used in the classroom. These services are provided throughout the school day by the classroom teachers, ESL teacher and support and instructional staff. An ELA test prep after-school support program is provided for 3rd graders, one day a week starting in January. An Extended Time program consisting of 55-minute sessions, 2 times a week, provides additional support beyond the school day to students identified as needed additional instruction. Extended time begins in September for grades 1 through 3 who are identified in June of the previous school year and starts for kindergarten students in January 2013. English Language Learners in

	<p>the Fountas and Pinnell Leveled Literacy Intervention System and measures progress weekly. Flexible grouping enables students to move to Tier I, remain in Tier 2 or move to Tier 3. Great Leaps and Foundations, when appropriate, are used with select students in all grades.</p>		<p>all grades receive additional support one day a week in a Title III after-school program from November to June. The RTI teacher meets with identified students 3 to 5 times in a week in 9 to 12 week cycles.</p>
<p>Mathematics</p>	<p>Students identified as needing additional support in mathematics get help from the classroom teachers, Inquiry Team members and support and other instructional staff. Students are identified through analysis of unit and benchmark assessments, teacher observation, and student work. Tier I interventions are used in the classroom. For Tier II, the IEP teacher and the Inquiry Team members and support staff use the push-in and pull-out model with small groups or individual students. This includes students in all grades. An Extended Time program, Tier II, consisting of 55-minute sessions, 2 times a week, provides</p>	<p>Tier I interventions are used in the classroom. These services are provided throughout the school day by the classroom teachers, SETSS and ESL teachers and support and instructional staff. One-to-one or small group instruction is provided for identified students as needed. For Tier II, support staff uses Great Leaps in a pull-out model with small groups (kindergarten through 3rd grades) identified in need of additional instruction. Tier III is provided either 1:1 or 1:2 in a teacher/student ratio.</p>	<p>Tier I interventions are used in the classroom. These services are provided throughout the school day by the classroom teachers, ESL teacher and support and instructional staff. A mathematics test prep after-school support program is provided for 3rd graders, one day a week. An Extended Time program consisting of 55-minute sessions, 2 times a week, provides additional support beyond the school day to students identified as needed additional instruction. Extended time begins in September for grades 1 through 3 who are identified in June of the previous school year and starts for kindergarten students in January 2013. Paraprofessionals provide support though Great Leaps</p>

	additional support beyond the school day, targeting students in need of additional instructional support in mathematics. A mathematics after-school support program, one day a week, targets 3rd graders in math problem solving. Math Steps and Great Leaps are used as an intervention with select students in grades K-3.		and meets with identified students 3 to 5 times in a week in 9 to 12 week cycles.
Science	Reading in this content area is supported by the classroom teachers. Tier I services are provided. The RTI teacher provides Tier II content area support with students who are not meeting grade level benchmarks.	Tier I and Tier II interventions are conducted through multiple- entry points in small groups. Content and reading strategies are emphasized.	Services are provided throughout the day in all content areas. Non-fiction reading during Extended Time support science.
Social Studies	Reading in this content area is supported by the classroom teachers. Tier I services are provided. The RTI teacher provides Tier II content area support with students who are not meeting grade level benchmarks.	Tier I and Tier II interventions are conducted through multiple- entry points in small groups. Content and reading strategies are emphasized.	Services are provided throughout the day in all content areas. Non-fiction reading during Extended Time support social studies.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor provides counseling and meets with small groups	Guidance Counselor meets with small groups and 1:1 counseling during the school	Guidance Counselor meets with students during the school day.

	<p>and 1:1 counseling during the school day.</p> <p>The school psychologist, one day a week, gathers information on students identified by staff and teachers, observations in classrooms, clinical interviews with parents, and social histories from parents. Standardized intelligence scales, PT, OT, language and speech assessments are administered as needed. Reports are shared with parents and appropriate staff.</p> <p>The social worker, one day a week, pushes into classrooms to facilitate a positive reinforcement plan for targeted students, as needed.</p> <p>The full-time nurse facilitates a lunchtime asthma awareness program with identified students. H1N1 awareness/ways to stay healthy is another topic of focus for 2012-2013. Medications are administered for allergies and asthma, as needed,</p>	<p>day.</p> <p>The school psychologist gathers information on students identified by staff and teachers, observations in classrooms, clinical interviews with parents, and social histories from parents.</p> <p>The social worker pushes into classrooms to facilitate a positive reinforcement plan for targeted students in small group settings or with individuals.</p> <p>The full-time nurse works with individual students, whole classrooms, or small groups.</p>	<p>The school psychologist provides services during the school day.</p> <p>The social worker provides services during the school day.</p> <p>The full-time nurse provides services during the school day.</p>
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	when prescribed by student's physician.		
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**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.

100% of all teachers are highly qualified according to the 2011-12 BEDS survey.

In June 2012, administrators distribute preference sheets to teachers for the following year's placement. Administrators' strategic planning includes conversations between teachers and interviews if necessary. Teachers are placed in grades or specialties that match the needs of the school and teachers' educational backgrounds and teaching certifications. Placements are made to meet the NCLB compliance. Proposed changed positions are discussed between administrators, the teachers, the SLT and the UFT and input is used to make the best decisions. Cluster positions are posted and teachers apply for those positions. Considerations for placements are granted based upon teacher expertise, educational backgrounds, and certifications. In past years, teachers were encouraged to take additional courses or obtain additional certifications that would qualify them for new position placements.

**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### **SCHOOL-PARENT COMPACT**

#### ***2011 National Blue Ribbon School***

**P.S. 130 Queens**

#### **Early Childhood School for Science and Technology**

Michelle Contratti  
Principal

Laurie Careddu  
Assistant Principal

**January 17, 2013**

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.

#### **School Responsibilities**

**P.S. 130 will provide high quality curriculum and instruction consistent with Common Core Learning Standards and the State Standards to enable participating students to meet these Standards by:**

- Implementing a curriculum aligned to Standards ;
- Offering high quality instruction in all content areas with high expectations for learning;
- Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- Providing a welcoming and healthy school environment that is safe;
- Providing a school environment that is respectful of people's cultural, racial and ethnic differences;
- Providing additional academic support to students as needed;
- Providing a positive school experience for each child;
- Assigning homework that is relevant, interesting, and builds on classroom learning;
- Keeping the lines of communication open at all times between home and school;
- Being available a minimum of two times a year for scheduled Parent Teacher Conferences (November and March)
- Providing parents/guardians with timely and up-to-date progress reports and discuss ways to improve their child's learning;
- Providing translation and interpretation services, as needed and doable;
- Providing opportunities for parents/guardians to attend meetings, workshops and other school activities that are aimed at improving student achievement;
- Keeping parents/guardians informed of school, district and Department of Education initiatives that will help them become a more effective participant in the home - school partnership

- Sharing responsibility with the student and parents/guardians in striving toward student achievement;
- Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- Providing transportation and child care as needed in order for parents to attend additional meetings at other times (e.g., morning, evening) and time for planning;
- Ensuring that School-Parent Compact is distributed and discussed with parents and guardians each year;
- Notifying parents and guardians of the procedures to arrange an appointment with their child's teacher or other school staff member;

**Support home-school relationships and improve communication by:**

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

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

**Student's Responsibilities**

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

- Be on time every day and ready to learn;
- Complete all homework assignments and ask for help when needed;
- Read for pleasure with or without a family member for at least 20-30 minutes a day (time determined by grade) outside of school;
- Limit television, computer, digital and video games, especially on school nights;
- Give our parents all notices and information given to me by the school and to give the school all correspondences from home;

- Follow rules and respect my teacher, other school staff and classmates;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn

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Principal's Signature

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Parent's or Guardian's Signature

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Child's Signature

**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 <b>Charles Amundsen</b>	District <b>25</b>	Borough <b>Queens</b>	School Number <b>130</b>
School Name <b>PS 130Q</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Michelle Contratti</b>	Assistant Principal <b>Laurie Careddu</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Michelle Strent/ESL</b>	Guidance Counselor <b>Meryl Schachter</b>
Teacher/Subject Area <b>Frances Gunther/Technology</b>	Parent <b>Kelly Sinanis</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Kelly Pawson</b>
Related Service Provider <b>type here</b>	Other <b>Giuvella Leisengang</b>
Network Leader <b>Peggy Miller</b>	Other <b>type here</b>

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

### D. School Demographics

Total number of students in school	<b>346</b>	Total Number of ELLs	<b>43</b>	ELLs as share of total student population (%)	<b>12.43%</b>
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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. 

Paste response to questions 1-6 here

#### ELL IDENTIFICATION PROCESS

The English Language Learners (ELLs) at P.S. 130 are identified by Michelle Strent the full-time ESL teacher who holds Permanent NYS Certification in TESOL. The first of several steps to identify the ELLs includes administering the Home Language Identification Survey (HLIS) at registration which includes an informal interview of the students in English to determine if he or she is a possible ELL. This interview is conducted either by Michelle Strent, ESL teacher, Michelle Contratti, Principal, Laurie Careddu, Assistant Principal, or Maureen Moran, IEP teacher. After determining which students need to be tested, Michelle Strent, the ESL teacher administers the LAB-R within 10 days of initial enrollment. Giuvela Leisengang, CFN #207 ELL Network Support Specialist, administers the Spanish LAB for Spanish speaking students who do not pass the English LAB-R. The students who did not meet the cutoff scores based on the results of both the LAB-R and the NYSESLAT exam (administered in the spring), are then determined to be ELLs. All identified ELLs participate in the ESL instructional program at P.S. 130. We currently do not have a Bilingual or Dual Language Program. The ELLs are grouped by grade and language level, and the ESL teacher pushes into classes where there are large numbers of ELLs. Pull-out groups are also created based on grade and language level, with no group being larger than 12 students. Once administration of the LAB-R is concluded, the ESL teacher ensures that entitlement and non-entitlement letters are distributed in English and the native languages. Upon identifying the newly- enrolled ELLs, parents are invited to attend an ESL Parent Orientation which takes place within the first two weeks of school. All three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) are explained to them and they are made aware that they have the option to place their child in the program of their choice. All parents in attendance watch the DOE video in English or in the native languages. Interpreters in Spanish, Chinese and Korean attend the orientation if needed to provide additional support for the parents in their native languages. Parents in attendance return the Parent Survey and Program Selection Forms (which are offered in English as well as in the native languages) to the ESL teacher, and the parents not in attendance are invited to a second Parent Orientation. Phone calls are made to parents who do not attend the second orientation to let them know that a Survey and Program Selection Form will be sent home. The ESL teacher then follows up with phone calls and additional notes home to those parents who do not return the surveys in a timely fashion. Upon reviewing the Parent Survey and Program Selection Forms from the past few years, the overwhelming trend in parental choice is for the Freestanding English as a Second Language program. Therefore, the ESL program offered at P.S. 130 is aligned with parental requests.

## Part III: ELL Demographics

### A. ELL Programs

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

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

**This school offers (check all that apply):**

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

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

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

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	37	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0			0			0			0
Dual Language	0			0			0			0
ESL	37		3	6		1	0			43
<b>Total</b>	<b>37</b>	<b>0</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>43</b>

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	2	3	3	0										8
Chinese	7	5	4	6										22
Russian	0	0	0	0										0
Bengali	0	0	0	0										0
Urdu	0	0	0	0										0
Arabic	0	0	0	0										0
Haitian	0	0	0	0										0
French	0	0	0	0										0
Korean	4	2	4	2										12
Punjabi	0	0	0	0										0
Polish	0	0	0	0										0
Albanian	0	0	0	0										0
Yiddish	0	0	0	0										0
Other	0	0	1	0										1
<b>TOTAL</b>	<b>13</b>	<b>10</b>	<b>12</b>	<b>8</b>	<b>0</b>	<b>43</b>								

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL L	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
<b>TOTAL</b>	<b>0</b>																				

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
<b>TOTAL</b>	<b>0</b>										

**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	2	3	3	0										8
Chinese	7	5	4	6										22
Russian	0	0	0	0										0
Bengali	0	0	0	0										0
Urdu	0	0	0	0										0
Arabic	0	0	0	0										0
Haitian	0	0	0	0										0
French	0	0	0	0										0
Korean	4	2	4	2										12
Punjabi	0	0	0	0										0
Polish	0	0	0	0										0
Albanian	0	0	0	0										0
Other	0	0	1	0										1
<b>TOTAL</b>	<b>13</b>	<b>10</b>	<b>12</b>	<b>8</b>	<b>0</b>	<b>43</b>								

# 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

## A. Programming and Scheduling Information

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?

Paste response to questions 1-7 here

P.S. 130 is an Early Childhood School serving grades kindergarten through third. A Freestanding English as a Second Language (ESL) program provides instruction in English in order to help English Language Learners (ELLs) meet or exceed New York State and City standards. The ESL program follows a push-in co-teaching model as well as a pull-out model. There is one full-time ESL teacher who holds Permanent NYS Certification in TESOL and works with students in grades kindergarten through third. The ESL teacher creates heterogeneous pull-out and push-in groups by grade level. At P.S. 130, all efforts have been made to assure that the mandated number of instructional minutes is provided according to proficiency levels. Currently, all the Beginning and Intermediate level students are being serviced for 360 minutes per week by the ESL teacher and classroom teachers who have the appropriate ESL licensing. The Advanced level students are being serviced for 180 minutes per week by the ESL teacher.

There are 43 ELL students at P.S. 130, which makes up approximately 12% of the student population and includes 13 students in kindergarten, 10 students in first grade, 12 students in second grade and 8 students in third grade. Of the 43 ELLs, 37 are Newcomers (0-3 years) , 4 are in Special Education, 6 have been ELLs for 4 years.

Language acquisition strategies are used while still supporting the work being done in Reading and Writing Workshop. Explicit ESL is delivered in English by differentiating instruction, using ESL strategies, aligning instruction to the standards, using strategies to build academic vocabulary, sentence structure and sentence variety. Teachers use Smart Board technology to make content comprehensible in the various areas. In order to plan for alignment of lessons, articulation between the classroom teachers and the ESL will take place at monthly grade conferences as well as during common preparation periods. Presently at P.S. 130, the ESL teacher pushes into 4 kindergarten classes 1-4 times a week. In addition, the kindergarten students are pulled out for 3 periods a week. In first grade, the ESL teacher pushes into 1 first grade class 3 times a week and pulls out from that class 1 period a week as well as pulls out from 2 other first grade classes for 4 periods a week. In second grade, the ESL teacher pulls out from 3 classes 4 times a week and pushes into 1 second grade class 2 times a week and pulls out from that class 2 times a week. Finally, in third grade the ESL teacher pulls out from 2 third grade classes 2 times a week and pushes into the same two classes 2 times a week.

P.S. 130 is a K-3 school that currently offers a Free Standing ESL program where the language of instruction is English. ELL students by grade 3 are either Intermediate or Advanced, therefore, they prefer to take the Mathematics State Exam in English. ELL students will be provided with translated versions of the State exams if required.

We currently do not have any students who are considered SIFE.

Our plan to help the Newcomers succeed includes: small group instruction (pull-out and push-in), Tier I AIS support services by the classroom teacher and Tier II AIS support services provided by an AIS teacher, peer tutoring, a Title III after school program, scaffolding instruction, Foundations/Wilson reading program as well as Great Leaps. Third grade students including ELLs who require ELA testing are invited to participate in an After School Test Prep Program once per week from January through April.

## A. Programming and Scheduling Information

ELLs receiving service for 4 years are in the third grade. Some of these students have not met performance standard in reading. The classroom teacher, ESL teacher and AIS teacher will work collaboratively to help raise the students' reading levels. Study Island, an online reading practice and assessment will be used. The classroom teacher and the ESL teacher will provide one on one conferences during Reader's Workshop to assess the students' reading comprehension, fluency and vocabulary growth. Students will use private word walls to strengthen vocabulary development. ELLs who need writing interventions will be targeted for the ELL Inquiry Team which will focus on non-fiction writing. Non-fiction shared reading, shared writing/interactive writing and word work will promote repetition of language/vocabulary, routine and structure.

P.S. 130 is an Early Childhood School serving grades K-3 therefore we do not have any Long Term ELLs.

For ELL-SWDs, a set of interventions is put in place as determined by the Pupil Personnel Team. These interventions would consist of push-in ESL several times per week to create the least restrictive environment, AIS services, Inquiry Team work, small group instruction, targeted instruction in the content areas, counseling (based on need), conferences with parents, Extended Time programs and a referral for additional services, if necessary. These students will use multiple modalities to accommodate more than one learning style when learning. They will use visual aids as well as the use of the listening center activities and listening comprehension activities such as listening to a book on tape/CD, listening activities on the computer and read alouds by the teacher with a specific focus. To address their reading difficulties, students with disabilities will receive direct reading instruction through the Foundations/Wilson program. Great Leaps will also be used with these ELLs to strengthen automaticity and fluency, three times a week. Students work in guided reading and shared reading groups to receive explicit strategy instruction. Teachers use differentiated feedback methods when evaluating writing. Teachers either write comments to students, conference with them or have peer to peer conferences where students can give each other feedback on their writing. Second and third grade ELL-SWDs are provided with rubrics that foster self monitoring in writing.

### Courses Taught in Languages Other than English ⓘ

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

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

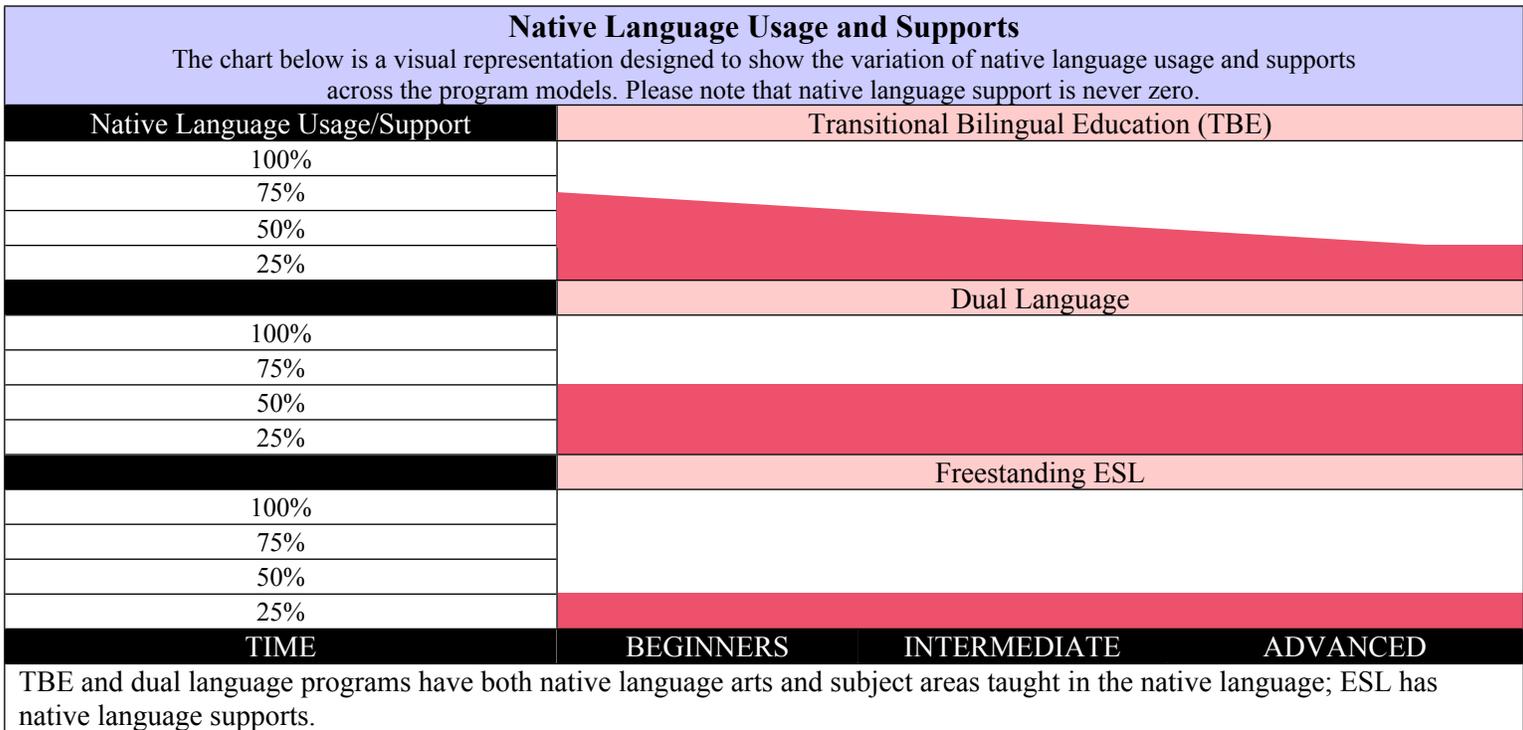
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

Beginning	Intermediate	Advanced
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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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

Targeted intervention programs for newcomer ELLs as well as ELLs receiving services for 4 years in ELA include: the ESL, classroom, and AIS teachers collaborate to plan targeted instruction based on individual identified needs after analysis of assessments. Interventions and programs include mini-inquiries to address fluency, literal and inferential comprehension, vocabulary, writing, and phonemic awareness. Programs such as Great Leaps and Foundations are used strategically to support students as needed in specific cycles.

Targeted intervention programs for newcomer ELLs and ELLs receiving services for 4 years in mathematics include: the Inquiry Teams and the ESL teacher collaborate to plan targeted instruction based on students' individual needs identified by assessments and teacher observation. The Inquiry Teams provide push-in services working with small groups thereby reducing the student-teacher ratio. Most students participate in the Extended Time program providing small group instruction, 50 minutes three times per week.

Targeted intervention programs for newcomer ELLs and ELLs receiving services for 4 years in other content areas include: the cluster teachers collaborate with the ESL and classroom teachers to provide additional support and address learning styles through different instructional modalities. The ESL teacher pushes into three kindergarten classes for 1 period each to focus on related vocabulary and concepts. As an early childhood school, grade 3 is our only testing grade. The ESL teacher provides additional support in test preparation and test taking strategies. All support is delivered in English.

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

P.S. 130 believes in a Balanced Approach to Literacy and works in collaboration with Teachers College. This year the ESL teacher will work on building academic language through robust non fiction read alouds and breaking down complex texts in the content areas. We do not plan to discontinue any programs/services for ELLs.

ELLs have equal access to all school programs and services provided by P.S. 130. For example, all students, including ELLs, participate in the Lincoln Center Institute, a program designed to enrich language through the performing arts. ELLs are offered participation in the after school spanish language immersion program.

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

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

Newly enrolled ELL students and their parents participate in an annual Open House in January. Families of prospective students are introduced to the principal of the school, teachers from each grade, cluster teachers as well as the ESL teacher, the guidance counselor, the parent coordinator and parents from the PTA. They have the opportunity to ask questions and learn about all the different programs in the school. When families register their children, they fill out a Home Language Identification Survey and have a brief interview with a school

petagogue. Parents and newly enrolled students come back in May for an orientation. Families can tour the school and have conversations with the principal, assistant principal, the ESL teacher and the parent coordinator. Children visit a kindergarten classroom and participate in various activities. Corespondance throughout the summer between the school and the families include a welcome letter and a student supply list in preparation for the first month of school.

P.S. 130 offers an after school Spanish Immersion program that is offered to all students, including ELLs.

### **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.

Paste response to questions 1-3 here

All personnel at the school who work with ELL's including common branch teachers, special education teachers, AIS teacher, IEP teacher, cluster teachers, paraprofessionals, the speech therapist, the guidance counselor, and the parent coordinator, receive intensive professional development throughout the school year in order to adapt the Balanced Literacy curriculum with ESL strategies.

Professional Development activities include:

Classroom and special education teachers with a large ELL population and the ESL teacher work together with a staff developer, Shanna Schwartz, from Teacher's College and plan units of study that incorporate both content and language objectives for the English Language Learners.

The ESL teacher will give one hour presentations at the three Chancellor's Professional Development days in September, November and June. The three topics include the stages of language acquisition, the development of academic language (Tier I and Tier II words), and strategies for improving vocabulary development. The ESL teacher attends every 45 minute monthly grade meeting monthly for all grades. Articulation between the ESL teacher and the classroom teachers takes place at these meetings. The ESL teacher discusses ways to use scaffolds for the ELLs in the current units of study.

The ESL push-in model offers time for the ESL teacher to model vocabulary, sentence structure and language function scaffolds for ELLs in reading and writing workshop.

Classroom teachers with large numbers of ELLs and the ESL teacher attend ELL calendar days at Teachers College.

The ELL Network Support Specialist, Giuvella Leisengang, works with the ESL teacher as well as classroom teachers modeling research based strategy lessons such as building academic language and modified guided reading that meet the needs of ELL students.

Classroom teachers have attended SMART Board training (2 two-hour sessions) to learn ways to use the interactive whiteboard to support visual, auditory and hands-on approaches to learning for ELL students. In addition, teachers have attended a Saturday conference on SMART Boards.

Science FOSS Workshops for grades K, 1 and 2 were attended by the science teacher, ESL teacher and classroom teachers where they learned to adapt and scaffold science instruction for ELLs

PS 130 is an Early Childhood School serving students in grades K-3. After third grade, all students, including ELLs either go back to their zoned schools or apply to another public school for fourth grade.

All teachers have had the minimum 7.5 hours of ELL training, as per Jose P. Training has taken place as per the above mentioned professional development. When new teachers come to the school, they will be provided with the minimum 7.5 hours of ELL training through the professional development opportunities described above.

## **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?

Paste response to questions 1-4 here

**Parental Involvement**

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

The Assistant Principal and the ESL teacher facilitate Parent Literacy Book Clubs which meet twice a month in the fall and in the spring. A book centering around issues that are important to parents of ELLs is chosen for parents to read, followed by a discussion at our book club meetings. Parents are encouraged to give their opinions as well as ask questions.

We have recently launched our school website which includes a translation application which makes it possible for parents to read information and communicate via email in the native language.

The needs of parents are evaluated based on the results from the Learning Environment Surveys, as well as in-house surveys (translated copies are provided). Parents are also encouraged to communicate their needs through informal emails or phone calls to the Principal, Parent Coordinator, ESL and classroom teachers. Our parental involvement activities address the needs of the parents based on the results of the surveys. For example, many parents requested strengthening communication from the school. Therefore, Core Curriculum Meetings were established. Another request was to receive more timely information about their child’s progress in kindergarten, and a kindergarten progress report was created. As always, translators are present at meetings and Parent-Teacher Conferences in order to encourage the ELL parents to attend.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	0	0	0										3
Intermediate(I)	6	7	3	0										16
Advanced (A)	1	6	5	2										14
Total	10	13	8	2	0	0	0	0	0	0	0	0	0	33

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>	0	0	0	0									
	<b>I</b>	3	2	0	0									
	<b>A</b>	6	6	3	1									
	<b>P</b>	2	13	8	4									
READING/ WRITING	<b>B</b>	3	0	0	0									
	<b>I</b>	6	7	3	0									
	<b>A</b>	1	5	5	2									
	<b>P</b>	1	9	3	3									

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	2	3	0	5
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3					5				5
4									0
5									0
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
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

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

**Native Language Tests**

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

Paste response to questions 1-6 here

Teachers College Assessments are used to assess the early literacy skills of our ELLs in the fall and spring.

To assess the early literacy skills of our ELLs, our school uses the Teachers College Comprehensive Literacy Assessment system. In kindergarten, assessments include: word list identification, letter identification and sound identification. In first, second and third grades, word identification and running records to identify independent reading levels are the main assessment tools. This information is inputted into TC Assessment Pro and the ESL teacher, along with all classroom teachers have access to student results. These results are used to differentiate instruction based on student need.

The following quantitative data is based upon June 2011 Independent Reading Benchmarks.

Of the 11 kindergarten ELL students, 0 (0%) exceeded benchmark, 3 (27%) reached benchmark, 3(27%) approached benchmark and 5 (46%) were below benchmark. 4 out of the 5 students that were below benchmark were at the beginner or intermediate levels of language proficiency. 1 of these students has an IEP.

Of the 21 first grade ELL students, 2 (10%) exceeded benchmark, 12 (57%) reached benchmark, 1 (5%) approached benchmark and 6 (28%) were below benchmark. All of the students who were below benchmark were at the beginner or intermediate levels of language proficiency. 1 of these students has an IEP.

Of the 11 second grade ELL students, 0 (0%) exceeded benchmark, 8 (73%) reached benchmark, 2 (18%) approached benchmark and 1 (9%) was below benchmark. The one student who was below benchmark was at the beginner level of language proficiency.

Of the 5 third grade ELL students, 2 (40%) exceeded benchmark, 1 (20%) reached benchmark, 1 (20%) approached benchmark and 1 (20%) was below benchmark. The student who was below benchmark was at the intermediate level of language proficiency and has an IEP.

This data shows that most ELLs who are at the beginner and intermediate levels of language proficiency have not yet reached the benchmark for reading. These students must receive small group explicit strategy instruction such as guided reading and shared reading in order to meet the benchmark level.

New York State ELA and Mathematics Assessments

ELL students in grade three took the ELA and Math State Exams in 2011.

Out of five third grade ELLs who took the NYS ELA in April 2011, two students scored at Level 2 and three students scored at level 3. On the NYS Mathematics Assessment given in April 2011, 100% of the ELL students scored at level 3. Based on this data, all ELL students are meeting the ELA and Math standards except for two students who scored level 2 in the ELA exam. Despite the fact that these exams were more rigorous, the students maintained the same level of proficiency compared to last year's results.

LAB-R and NYSESLAT

According to the results of the Fall 2011 LAB-R exam for kindergarten, there are currently: 0 Beginners, 2 Intermediate students and 11 Advanced students. According to the Spring 2011 NYSESLAT results for first grade, there are currently 3 Beginners, 5 Intermediate students and 2 Advanced students. For second grade, 0 students scored at the beginning level, 6 student scored at the Intermediate level and 6 students scored at the Advanced level. Finally, in third grade there are 3 students who scored at the Intermediate level and 5 students who scored at the Advanced level. We noticed that the percentage of beginners in Kindergarten in 2011 decreased compared to the percentage of beginners in 2010 and 2009. Currently, 100% of Kindergarten ELL students are at the intermediate and advanced levels of language proficiency.

Upon examining the students' results in the four modalities (listening, speaking, reading and writing) from the Spring 2011 NYSESLAT exam, the areas where students are progressing more rapidly is in listening and speaking with 89% of students tested scoring at the Advanced and Proficient levels. In the reading and writing sections 60% of students scored at the Intermediate and Advanced levels.

#### ELL Periodic Assessment

There are currently 8 ELLs in third grade who took the ELL Periodic Assessment in Fall 2011. The results are currently not available. When they do become available, they will be used to identify the specific needs of the ELLs and this will help to guide instruction. In 2010-2011 5 ELL students in grade three were administered the ELL Periodic Assessments. 80% (4 out of 5) of these students' scores went up from the fall to the spring administration. 20% (1 out of 5) of these students' scores went down. However, this students' predicted NYSESLAT level remained the same (Level 3) and he passed the NYSESLAT 2011.

The ESL teacher will continue to plan with classroom teachers in order to target students who need additional help with reading and writing skills. Current strategies for improving reading and writing skills include shared reading, guided reading, independent/paired reading, interactive read aloud, word study, word walls, writing workshop, interactive writing and shared writing. Current strategies already in place for improving listening and speaking skills include: accountable talk during whole class and small group instruction, listening centers, computer centers, and creating partnerships that consist of ELLs and non-ELLs. New strategies for improving reading and writing skills will include building academic language through robust non fiction read alouds and unpacking complex texts in content areas. In order to help these students succeed, a list of interventions was put in place by the classroom teachers, support staff and the ESL teacher. These interventions include: Tier I and Tier II AIS services by the classroom teachers and the AIS teacher via a push-in model. These students also receive additional support through the Extended Time program, the Test Prep After School Program (Jan.-May), the Title 3 ESL After School Program (Dec.-June) and the Title 3 Saturday Family Series. These students will continue to receive targeted ESL instruction in listening, reading, speaking and writing in a pull-out setting.

The success of our ELL program is evaluated by the results of the NYSESLAT exam, ELA scores (for third grade), math state exam, reading levels to determine which students have met the benchmark for reading and ELL inquiry cohort data collected at least four times across the year.

### 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: P.S. 130

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michelle Contratti	Principal		
Laurie Careddu	Assistant Principal		
Kelly Pawson	Parent Coordinator		
Michelle Strent	ESL Teacher		
Kelly Sinanis	Parent		
Frances Gunther	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Meryl Schachter	Guidance Counselor		
Peggy Miller	Network Leader		
Giuvela Leisengang	Other <u>Network Support</u>		
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 25Q130      **School Name:** P.S. 130

**Cluster:** 2      **Network:** 207

**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**

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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.

The DOE Adult Preferred Language Survey and the Home Language Identification Surveys (HLIS) are distributed to families. Additional data are compiled through surveys conducted by teachers and the parent coordinator. The data are collected and entered into ATS. The parent coordinator also assesses the home-spoken and written languages that assist in correspondence to families. ATS reports, such as the RHLA and RAPL and the OTELE codes, are further analyzed for family language needs.

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

Upon examining the information gathered, P.S. 130 has found that the main languages spoken by the families include Mandarin, Cantonese, Korean, and Spanish. The school community was informed that interpreters would be available to assist them at the P.S. 130 Open House, the Orientation, Parent Workshops, and Parent-Teacher Conferences (for the 2011-2012 school year).

## Part B: Strategies and Activities

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

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

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

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

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

Through the ESL program, within 10 days of the start of school, the primary home language is determined through surveys and LAB-R is administered to determine eligibility of ESL services for those students whose home language is other than English. At parent orientation, the ESL teacher and parent coordinator inform families/parents/guardians of different types of ESL programs and translation and interpretation services available. Those families that speak other than English in the home (primary home language) are identified for translation and interpretation services. P.S. 130 utilizes the DOE's Translation and Interpretation Unit, when time allows, to notify identified families through school written correspondence. Parent volunteers and school staff will participate in meeting these requirements. All parents are notified on a parents' bulletin board in their home language regarding language assistance services and other school and regional events and activities. On the emergency blue cards for students, the primary home language is indicated if not English. Parents may rely on another adult or relative (18

years or older) of their choosing to assist in language and interpretation. Parents are notified of all DOE documents that are posted online on the NYCDOE website in different languages. This includes the Chancellor's Regulations, transportation, and discipline codes.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: P.S. 130	DBN: 25Q130
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 39
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 1

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The direct instruction supplemental program at P.S. 130 will be an after school program to be held on Thursday afternoons from 2:45pm to 4:30pm with 20 sessions which will address the English language learning needs of mandated ELL's through a partnership with Making Books Sing, a Musical Theatre Residency. The program will begin in November and end in May. Making Books Sing's program employs a multi-sensory approach to language acquisition by engaging ELL's physically, emotionally and cognitively in the learning process. The use of kinesthetic drama activities will enable students to explore the linguistic and conceptual aspects of a story's narrative. Role playing will be used as an effective tool in developing English language acquisition because this form of dramatic play allows students to experiment with forms of communication such as body language, gestures and facial expressions. Musical theatre writing will reinforce language development, such as working with word families, increasing vocabulary and articulation. Focus will be placed on reading comprehension skills such as identifying literary elements, making text-to-self connections, sequencing and making predictions. Over the course of the 20 sessions four or five books will be adapted into a play through drama, improvisation, writing and revision. Participants will shape a story through character development, dialogue and stage directions as well as songs to be written and incorporated into the play using rhyme. Students will learn appropriate theatre vocabulary and perform with expression, then respond to a staged reading of their play. Parents will be invited to attend four sessions and will participate in process-based activities.

The program will be open to all mandated ELL students in kindergarten through third grade. The students will be separated into two groups: kindergarten/first grade and second/third grade. Each group will work with a teaching artist from Making Books Sing. The ESL teacher and Common Branch teacher will rotate, spending 45 minutes in each group per session.

The residency will provide materials to go along with the program. The school will purchase one copy of each piece of literature that is being adapted into a play.

### Part C: Professional Development

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

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

Begin description here: All Professional Development that will take place for Title III Program teachers as well as other staff that work with ELL's is geared to strengthening academic language as well supporting Common Core English Language Arts Standards.

The Making Books Sing Residency Program provides Professional Development for the teachers working

### Part C: Professional Development

in the Title III After School Program. Teaching Artists will model strategies for integrating the arts into the curriculum areas. The Title III teachers will share these strategies with all teachers in the school who work with ELL's.

Michelle Strent, the ESL teacher and Maureen Moran the IEP teacher will participate in a workshop series across the year entitled Path to Proficiency for English Language Learners - Thinking Maps for ELL's. This series will show how thinking maps can be adapted and extended to meet the needs of ELL's at all levels of proficiency and in all content areas. The two teacher participants will share the information from the workshops with the Title III teachers as well as other teachers who work with ELL's.

Across the school year, classroom teachers with a large ELL population, the Title III teachers as well as the ESL teacher, will attend Calendar Days at Teacher's College that focus on ELL instruction.

Shanna Schwartz, the Teacher's College Staff Developer assigned to P.S. 130, works with all classroom teachers (which include the Title III teachers) in grade cluster cycles to plan units of study in reading and writing that incorporate both content and language objectives for English Language Learners.

Michelle Strent, the ESL teacher attends every 45 minute monthly grade meeting for all grades.

Articulation between the ESL teacher and the classroom teachers (which include the Title III Team) takes place at these meetings. The ESL teacher discusses ways to use scaffolds for the ELL's in the current units of study.

Giuvella Leisengang, the ELL Network Support Specialist, works with the ESL teacher as well as classroom teachers (which include the Title III teachers ) modeling research based strategy lessons such as building academic language and Thinking Maps that meet the needs of ELL students.

### Part D: Parental Engagement Activities

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

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

Begin description here: Parents of ELL students will be invited to participate in four of the Title III After school sessions along with their children to participate in process-based activities.

Parents of all students, including ELL's are invited to attend one Teacher's College Calendar Day entitled Partners As Partners in Literacy, which will focus on strategies for parents to use at home when working with their children on reading and writing. They are also invited to attend the Teacher's College Saturday Reunion.

Laurie Careddu, the Assistant Principal and Michelle Strent, the ESL teacher will facilitate a Parent Book Club for parents of ELL's once a month. Participants will be assigned chapters to read at home and come prepared to discuss key ideas. They will use current student work as a springboard for discussion.

Michelle Contratti, the Principal of P.S. 130 conducts "Breakfast With The Principal" by grade level.

Parents, including parents of ELL's, come in with questions about the curriculum, school procedures and any general inquiries.

Susan Castellano, the Expressive Arts teacher, Susan Chan, the Movement Education teacher and Frances Gunther, the Technology teacher have Core Curriculum Learning Standards meetings by grade level to discuss curriculum and state standards. Parents, including parents of ELL's are invited to attend. ELL parents are informed of these activities and workshops by sending out translated letters when

**Part D: Parental Engagement Activities**

possible, as well as placing a translation stamp on all letters and forms that go home to parents. Our school website includes a translation application which makes it possible for parents to read information and communicate via email in the native language.

**Part E: Budget**

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

Allocation Amount: \$1120

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"> <li>Per session</li> <li>Per diem</li> </ul>	\$4066.90	35 hours of per session for 2 teachers to facilitate sessions at \$50.19 with fringe; 20 hours of per session for 1 supervisor at \$52.52
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	\$7000.00	Making Books Sing, A Musical Theatre Residency
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$133.10	Purchase of trade books for each mini-unit
Educational Software (Object Code 199)	NA	NA
Travel	NA	NA
Other		
<b>TOTAL</b>	<b>\$11,200.00</b>	<b>\$11,200.00</b>