



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** PUBLIC SCHOOL 130 THE PARKSIDE SCHOOL

**DBN (i.e. 01M001):** K130

**Principal:** MARIA NUNZIATA

**Principal Email:** MNUNZIA@SCHOOLS.NYC.GOV

**Superintendent:** ANITA SKOP

**Network Leader:** ALISON SHEEHAN

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Maria Nunziata	*Principal or Designee	
Sandra Boyce-EI	*UFT Chapter Leader or Designee	
Christine Farrell	*PA/PTA President or Designated Co-President	
Carmen Drago	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Chandrika Menon	Member/ Teacher	
Erin Langstaff	Member/ Guidance Counselor	
Meema Spadola	Member/ Parent	
Salina Chowdhury	Member/ Parent	
Bill Brierton	Member/ Parent	
Cindy Mulqueen	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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.

By June 2014, implement and conduct frequent cycles of formal and informal classroom observations including quality actionable feedback based on a research-based Teacher Effectiveness framework (Danielson) with 100% of teaching staff, and analyze and align this data to inform appropriate professional development, focused on improving student achievement.

### Comprehensive Needs Assessment

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

The 2012 2013 Progress Report indicates the median adjusted growth percentile in Literacy is 66 as compared to peer schools percentile of 78.4, This puts the school at 58.1% in the peer range. The median adjusted growth percentile in Mathematics is 58.0 percentile as compared to peer schools which is 82.2 putting the school at 30.5% of our peer range.

The percentage of students performing at Levels 3 and 4 in Literacy is at 34.5%, putting the school at 64.7% in the peer range. The percentage of students performing at Levels 3 and 4 in Mathematics was slightly higher at 39.8%, being 55.5% in the peer range.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. Principal and Assistant Principals to attend further training regarding implementation of research-based teacher effectiveness rubrics to use in informal observations to ensure consistency of practice, feedback and accurate use of framework (*CIE 2013 2014: Participate in trainings to understand the new system of teacher evaluation and development (including measures of student learning), leading to principal certification and accurate use of Danielson's Framework for Teaching*, p. 2).
2. Cohesive and integrated Professional Development Plan for 2013 2014 developed that aligns all professional development focus areas, including actionable feedback from administrators to educators (*CIE 2013 2014: Plan for and implement required trainings on the new system of teacher evaluation and development for all appropriate members of the school community*, p. 2).
3. Monthly Professional Development Schedule for 2013 2014 developed, specifying all professional learning opportunities, including formal and formal feedback sessions (*CIE 2013 2014: "Ensure opportunities for staff to collaboratively build a school-wide understanding of the components of Danielson's Framework for Teaching included in the new system of teacher evaluation and development"* p. 2)
4. IPC's held with each teacher through September/October 2013 to establish teachers' goals and expectations for evaluation and development systems throughout the year and for teacher to select option for observations (*CIE 2013 2014: Actively participate in their own development as teachers, supported by the implementation of a new system of teacher evaluation and development*, p.2)
5. Professional Development sessions for whole staff regarding Chancellor's Instructional Expectations 2013/2014 priorities, including required trainings on new system of teacher evaluation and development (Teacher Evaluations & MOTP) for all members of the school community to build shared understandings and consensus of processes, identifying key components and organizational/ structural issues, pertinent to PS 130; Summer training sessions MOTP Team/ ongoing PD with Network personnel (*CIE 2013 2014: Engage in activities that build a shared school-wide understanding of what effective teaching looks like in all content areas, working toward a smooth transition to a new system of teacher evaluation and development in the fall*, p. 2)
6. Principal and Assistant Principal establish schedules for conducting frequent formal and informal observations and monitor achievements daily/weekly (*CIE 2013*

2014: Provide support to teachers through frequent classroom visits, actionable feedback, coaching, and professional development aligned to Danielson's Framework for Teaching, the Common Core, and other content standards", p. 2).

7. Develop clear processes and shared norms between school leaders and teachers for engaging in short, frequent cycles of classroom observation and feedback (CIE 2013 2014: Strengthen the school's system for supervising and supporting teacher development, paying particular attention to the instructional focus" p. 2).
8. To ensure whole school consistency in feedback with teacher evaluations, Principal and Assistant Principal meet daily/weekly to calibrate observations and feedback as well as calibration observation, mapping and feedback sessions with Network Talent Coach (CIE 2013 2014: "Engage in calibration practice on Danielson's Framework for Teaching... and reflect on their work and actively participate in their own development based on their understanding of effective school practice as defined by the Quality Review Rubric", p. 4.)
9. Principal and Assistant Principal meet with Literacy coach and Mathematics consultant to adjust, adapt professional development priorities as informed by teacher observations and feedback (CIE 2013 2014: "Review evidence of teacher effectiveness, including student work and teacher practice aligned to the citywide instructional expectations, to make evaluation and support decisions aligned to Danielson's Framework for Teaching and the new teacher evaluation and development system", p. 4).
10. Conduct summative end of year conferences with each teacher, collaboratively setting goals and next steps for next year's priorities (CIE 2013 2014: "Reflect on their work to identify areas for growth and actively participate in their own development", p. 4).

**B. Key personnel and other resources used to implement each strategy/activity**

1. Principal, Assistant Principal
2. Principal, Assistant Principal, Literacy Coach, Math Consultant, Grade Level Math teacher leaders
3. Principal, Assistant Principal, Literacy Coach, Math Consultant, Grade Level Math teacher leaders, individual grade level teachers
4. Principal, Assistant Principal, grade level teachers, cluster teachers, SETTS teachers, Literacy Coach, Reading Recovery teacher
5. Principal, Assistant Principal, all staff, Network personnel for weekly professional development regarding MOTP
6. Principal, Assistant Principal
7. Principal, Assistant Principal, teachers
8. Principal and Assistant Principal, Network Talent Coach
9. Principal, Assistant Principal, Literacy Coach, Mathematics Consultant
10. Principal, Assistant Principal, individual teachers

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Principal and Assistant Principal have increased knowledge of MOTP so as to forward plan implementation of teacher evaluation system
2. PS 130 integrated Professional Development Plan developed including achievement indicators and associated timeframe
3. PS 130 Monthly Professional Development Schedule developed, specifying each PD opportunity
4. Copies of each teacher's chosen observation model and personal professional goals for year, check-in with each teacher mid year after informal/formal observations in January 2014
5. Schedules/agendas of professional development sessions regarding MOTP and/or Lab site for Mathematics/ common grade level meetings for Literacy; informal discussions with teachers indicate satisfaction with professional development
6. Teacher observation schedules established by Principal and Assistant Principal are implemented, monitored daily/weekly and adjusted as necessary
7. Processes for observations detailed and implemented, mid year survey monitoring teachers' satisfaction with systems
8. Daily/weekly meetings between Principal and Assistant Principal; Network Talent Coach calibration sessions documented and used to inform consistency in observations
9. Coach meetings held weekly/ Consultant debriefing meetings held each visit and professional development plan/schedule adjusted accordingly; Coaches'/Consultants' logs  
Copies of end of year summative assessment conferences/agendas/notes

**D. Timeline for implementation and completion including start and end dates**

1. By end of Summer 2013
2. Developed by October 2013, monitored three times in year- December, March, June
3. Developed by October 2013, adjusted monthly as needed and monitored three times in year- December, March, June
4. Begun September 2013 and completed by Mid October 2013
5. September PD days, weekly before school professional learning sessions with Network staff,
6. By end September 2013, ongoing daily with various teachers, completed June 2014
7. By end September 2013, prior to formal and informal teacher observations beginning
8. Leadership meetings scheduled and held weekly, Network Talent Coach sessions scheduled for calibration sessions
9. From Sept 2013 to June 2014: weekly Coach meetings, debriefing meetings held each consultant visit
1. 10. From beginning May 2014 to June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Minimum of two common preps per grade per week
2. Monday 8:02 grade meetings
3. Professional development cycles for literacy and math consultancy
4. Superintended Professional Development days (Election day and Brooklyn, Queens day)
5. Teachers attending the CFN Professional Development courses
6. Outside consultancies for ELA, Math, Technology and the Arts

**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).

Please refer to PIP template attached, Pages 23 to 26

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #2**

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 2014, all K-5 grade level and vertical teacher teams will revise, refine, implement and evaluate the "Understanding by Design" integrated Literacy units of work, lesson plans and assessments to ensure specific and explicit alignment to CCLS as well as to increase levels of cognitive rigor, higher order thinking skills and differentiation with learning and assessment tasks

**Comprehensive Needs Assessment**

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

The 2012 2013 Progress Report indicates the median adjusted growth percentile in Literacy is 66 as compared to peer schools percentile of 78.4, This puts the school at 58.1% in the peer range.

The percentage of students performing at Levels 3 and 4 in Literacy is at 34.5%, putting the school at 64.7% in the peer range.

This data suggests the need for a collective reflection, analysis and further refinement of our Literacy curriculum and assessment practices to ensure effective implementation of rigorous academic tasks that are aligned to key Common Core State Standards and that require higher order thinking skills. We believe this

will result in cognitive engagement of all learners.

### ***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **10. Strategies/activities that encompass the needs of identified subgroups**

1. Analyze Literacy data, particularly of sub groups to inform revisions to curriculum and assessment frameworks *(CIE 2013/2014: Know their students as individuals, including their academic and personal behaviors, language development, knowledge, interests, strengths, and special needs” p. 3)*
2. Teacher teams to refine, revise and strengthen all Literacy units’ overview of learning experiences and aligned assessments, together with in-depth analysis of culminating tasks and rubrics/continuum of literacy learning, with scaffolded guidance by Literacy coach and Assistant Principal *(CIE 2013/2014: In all grades and content areas, plan and teach lessons and units that integrate the Common Core Instructional Shifts”, p.3)*
3. Each teacher team to plan inter-disciplinary units of work, partnering within and across grades to create integrated Literacy/ Social Studies; Literacy/Science; Literacy/Technology units of work *(CIE 2013/2014: Teachers are responsible for students’ content knowledge while at the same time sharing responsibility for students’ literacy skills. Identify authentic opportunities for reading, writing, speaking, and listening in service of meeting the content standards of the discipline”, p. 3)*
4. Teacher teams to refine, revise planning of differentiated Balanced Literacy lessons within units, informed by student data *(CIE 2013/2014: In the 2013/2014 school year, teacher teams should focus on changes to classroom practice”, p. 3)*
5. Further PD with Webb’s Depth of Knowledge and Hess’s Matrix; Align to Instructional Focus of Questioning & Discussion: Planning Open/Closed questioning; Assessing and Advancing questions within lessons; Talk Moves with Accountable Talk *(CIE 2013/2014: “Establish an instructional focus that creates coherence among multiple initiatives, clearly frames the work teachers and school leaders will prioritize to narrow the gap between what the standards describe and what students currently know and are able to do, and allows for strategic use of resources”, p. 2).*
6. Grade level teacher team “Looking at Student Work” sessions to cooperatively analyze, score and calibrate student work with tasks in terms of levels of CCLS instructional practices, cognitive rigor and thinking and reasoning skills and representations as well as building consistency of professional judgments and deepening teachers’ content knowledge *(CIE 2013/2014: Review student work and contributions to classroom activities for evidence of individual student growth and gaps in learning in relation to both standards and academic and personal behaviors, and make evidence-based adjustments to their units, lessons, and teaching practices”, p. 4).*
7. Vertical teacher teams to cooperatively analyze student work with tasks and evaluate CCLS units of work in terms of levels of CCLS instructional practices, cognitive rigor and thinking and reasoning skills and representations as well as building consistency of professional judgments and deepening teachers’ content knowledge
8. MOSL team to refine whole school assessment framework inclusive of benchmarks and progress checks in Literacy/Math *(CIE 2013 2014: “Support teachers with implementation of measures of student learning”, p. 3)*

#### **11. Key personnel and other resources used to implement each strategy/activity**

1. Teacher Teams, Literacy Coach, Principal, Assistant Principal
2. Grade Level Teacher Teams, Literacy Coach, Assistant Principal
3. Grade Level Teacher Teams, Literacy Coach, Assistant Principal
4. Grade Level Teacher Teams, Literacy Coach, Assistant Principal
5. All teachers, paraprofessionals, Principal, Assistant Principal, Literacy Coach
6. Grade Level Teacher Teams, Literacy Coach, Assistant Principal
7. Vertical teacher teams including SETTS teachers and Literacy/Math coaches
8. MOSL Team, Principal, Assistant Principal

#### **12. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Assessment data recorded and analyzed monthly; electronically available to all faculty members
2. Meeting agendas and schedules indicate monthly/weekly meetings; Updated curriculum map indicates units of work revised and refined before next unit's implementation and posted in *googledocs* for grade level and vertical team access
3. Inter-disciplinary CCLS units of work developed for each grade level in cohesive CCLS aligned curriculum and assessment map; coach's logs
4. Principal and Assistant Principal formal and informal observations demonstrate modeling/coaching sessions involving unit implementation to monitor effective implementation
5. 100% of staff will have experienced professional learning related to higher order thinking skills and cognitive rigor in Literacy, with a practical focus on what this looks like within classroom lessons, aligned to Danielson's teaching effectiveness framework
6. 100% of staff have experienced grade level Teacher Team meetings focused on cooperatively scoring and calibrating "Looking at Student Work" sessions in terms of levels of students' thinking, reasoning and representations with culminating tasks; agendas demonstrate work completed
7. Units of work are evaluated by vertical teacher teams using monitoring template to assess CCLS alignment, evaluate effectiveness and make recommendations for next steps in refining of units and lessons
8. MOSL benchmarks and progress monitoring assessments chosen and implemented as per NYCDOE guidelines

**13. Timeline for implementation and completion including start and end dates**

1. By October/November and ongoing through year; grade level common prep meetings
2. Common Prep meetings, planning sessions
3. Grade level monthly professional development
4. Common Preps/ Grade level monthly professional development
5. Common preps/ professional learning lab sites throughout year
6. Common preps/ professional learning lab sites throughout year
7. Professional Development Days eg Chancellor's Conference Day
8. Summer 2013- October 2013

**14. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Minimum of two common preps per grade per week
2. Monday 8:02 grade meetings
3. Professional development cycles for literacy and math consultancy
4. Superintended Professional Development days (Election day and Brooklyn, Queens day)
5. Teachers attending the CFN Professional Development courses
6. Outside consultancies for ELA, Math, Technology and the Arts

**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).

1. Parent workshops to share CCLS implications for Mathematics learning and strategies for supporting students at home (*CIE 2013 2014: Ensure families are aware that all students are being challenged this year to complete more difficult work to prepare them to be successful in the world beyond school. Encourage families to support*)
2. Please refer to PIP template attached, Pages 23 to 26

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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**Goal and Action Plan #3**

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 2014, all K-5 grade level and vertical teacher teams will revise, refine, implement and evaluate the “Understanding by Design” Mathematics units of work, lesson plans and assessments, to ensure specific and explicit alignment to CCLS as well as to increase levels of cognitive rigor, higher order thinking skills and differentiation with learning and assessment tasks

### ***Comprehensive Needs Assessment***

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

The median adjusted growth percentile in Mathematics is 58.0 percentile as compared to peer schools which is 82.2 putting the school at 30.5% of our peer range.

The percentage of students performing at Levels 3 and 4 in Mathematics is 39.8%, which is 55.5% in the peer range.

This data suggests the need for a collective reflection, analysis and further refinement of our Mathematics curriculum and assessment practices to ensure effective implementation of rigorous academic tasks that are aligned to key Common Core State Standards and that require higher order thinking skills. We believe this will result in cognitive engagement of all learners.

### ***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. **Analyze Mathematics data, particularly of sub groups to inform revisions to curriculum and assessment frameworks** (*CIE 2013/2014: Know their students as individuals, including their academic and personal behaviors, language development, knowledge, interests, strengths, and special needs” p. 3).*
2. **Teacher teams to refine, revise and strengthen all Mathematics units’ overview of learning experiences and aligned assessments, including in-depth analysis of rigor or culminating performance tasks, with scaffolded guidance by Math/ external consultant** (*CIE 2013/2014: In all grades and content areas, plan and teach lessons and units that integrate the Common Core Instructional Shifts”, p.3).*
3. **Teacher teams to refine, revise planning of differentiated, tiered Workshop Model lessons in Mathematics alongside differentiated Guided Math sessions** (*CIE 2013/2014: The school’s schedule should provide students with...tiered interventions as needed (e.g., Response to Intervention), special education services in the least restrictive environment appropriate, language support in the chosen model of English language learner instruction, and time for teachers to work in teams”, p. 2; “In the early grades, pay special attention to the developmental appropriateness of activities”, p. 3).*
4. **Each teacher to implement Number Talks (higher order Number Sense thinking and reasoning, three days week) and Cognitively Guided Instruction word problems (two days week)** (*CIE 2013 2014: “In the 2013 2014 school year teacher teams should focus on changes to classroom practice” p. 3).*
5. **Further professional development with Webb’s Depth of Knowledge/Hess’s Matrix, PS 130’s 2013/2014 Instructional Focus of Questioning & Discussion techniques including planning Open/Closed questioning, Assessing/ Advancing questions within lessons; Talk Moves with Accountable Talk** (*CIE 2013/2014: “Establish an instructional focus that creates coherence among multiple initiatives, clearly frames the work teachers and school leaders will prioritize to narrow the gap between what the standards describe and what students currently know and are able to do, and allows for strategic use of resources”, p. 2).*
6. **Grade level teacher team “Looking at Student Work” sessions to cooperatively analyze, score and calibrate student work with tasks in terms of levels of CCLS instructional practices, cognitive rigor and thinking and reasoning skills and representations as well as building consistency of professional judgments and deepening teachers’ content knowledge** (*CIE 2013/2014: Review student work and contributions to classroom activities for evidence of individual student growth and gaps in learning in relation to both standards and academic and personal behaviors, and make evidence-based adjustments to their units, lessons, and teaching practices”, p. 4).*
9. **Vertical teacher teams to cooperatively analyze student work with tasks and evaluate CCLS units of work in terms of levels of CCLS instructional practices, cognitive rigor and thinking and reasoning skills and representations as well as building consistency of professional judgments and deepening**

**teachers' content knowledge**

**MOSL team to refine whole school assessment framework inclusive of benchmarks and progress checks in Literacy/Math (CIE 2013 2014: "Support teachers with implementation of measures of student learning", p. 3)**

**B. Key personnel and other resources used to implement each strategy/activity**

- Teacher Teams, Principal, Assistant Principal, Math Consultant
1. Grade Level Teacher Teams, Assistant Principal, Principal, Math Consultant
  2. Grade Level Teacher Teams, Assistant Principal, Principal, Math Consultant
  3. Grade Level Teacher Teams, Assistant Principal, Principal, Math Consultant
  4. All teachers, Math Consultant, Math Cluster
  5. Grade Level Teacher Teams, Assistant Principal, Principal, Math Consultant
  6. Grade level teacher Teams,
  7. Vertical teacher teams, Principal, Assistant Principal, Math Consultant
  8. MOSL team, Principal, Assistant Principal

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Assessment data recorded and analyzed monthly; electronically available to all faculty members
2. Meeting agendas and schedules indicate monthly/weekly meetings; Updated curriculum map indicates units of work revised and refined before next unit's implementation and posted in *googledocs* for grade level and vertical team access
3. Inter-disciplinary CCLS units of work developed for each grade level in cohesive CCLS aligned curriculum and assessment map; coach's logs
4. Principal and Assistant Principal formal and informal observations demonstrate modeling/coaching sessions involving unit implementation to monitor effective implementation
5. 100% of staff will have experienced professional learning related to higher order thinking skills and cognitive rigor in Literacy, with a practical focus on what this looks like within classroom lessons, aligned to Danielson's teaching effectiveness framework
6. 100% of staff have experienced grade level Teacher Team meetings focused on cooperatively scoring and calibrating "Looking at Student Work" sessions in terms of levels of students' thinking, reasoning and representations with culminating tasks; agendas demonstrate work completed
7. Units of work are evaluated by vertical teacher teams using monitoring template to assess CCLS alignment, evaluate effectiveness and make recommendations for next steps in refining of units and lessons
8. Benchmark assessments, progress monitoring assessments established as per guidelines to MOSL team

**D. Timeline for implementation and completion including start and end dates**

1. By October/November and ongoing through year; grade level common prep meetings
2. Common Prep meetings, planning sessions
3. Grade level monthly professional development
4. Common Preps/ Grade level monthly professional development
5. Common preps/ professional learning lab sites throughout year
6. Common preps/ professional learning lab sites throughout year
7. Professional Development Days eg Chancellor's Conference Day
8. By dates as specified by NYCDOE

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Minimum of two common preps per grade per week
2. Monday 8:02 grade meetings
3. Professional development cycles for literacy and math consultancy
4. Superintendent Professional Development days (Election day and Brooklyn, Queens day)
5. Teachers attending the CFN Professional Development courses
6. Outside consultancies for ELA, Math, Technology and the Arts

### **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).

1. Parent workshops to share CCLS implications for Mathematics learning and strategies for supporting students at home (*CIE 2013 2014: Ensure families are aware that all students are being challenged this year to complete more difficult work to prepare them to be successful in the world beyond school. Encourage families to support*)
2. Please refer to PIP template attached, Pages 223 to 26

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

### **Goal and Action Plan #4**

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.

By June 2013, 100% of all teaching staff (including cluster teachers) will use formative and summative assessments to inform CCLS aligned planning, teaching and intervention with cognitively rigorous and differentiated tasks and foster student participation in their own learning

#### **Comprehensive Needs Assessment**

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

The 2012 2013 Progress Report indicates students' progress in Literacy is at 66% (Median adjusted growth percentile) as compared to peer schools of 78.4%, being 58.1% of the peer range. Students' progress in Mathematics is at 58.0 % as compared to peer schools of 82.2%, at 30.5% of the peer range. The percentage of students performing at Levels 3 and 4 in Literacy is at 34.5%, being 64.7% of the peer range. The percentage of students performing at Levels 3 and 4 in Mathematics was slightly higher at 39.8%, being 55.5% of the peer range. These results indicate a refocused approach to daily Tier 1 intervention within a Response to Intervention framework regarding both Literacy and Mathematics, connected to students' and teachers' needs, as well as being particularly aligned to the Chancellor's Instructional Expectations 2013 2014 of "shifting classroom practice" (QI 1.2) (CIE, 2013-2014, p.1) and students "experiencing rigorous instruction" (QI 1.1, 1.2, 1.4, 3.4)

Know their students as individuals, including their academic and personal behaviors, language development, knowledge, interests, strengths, and special needs.

- Adjust their lessons, units, and classroom assessments to address the gap between what the standards require and what their students know and are able to do.

- Work with peers, coaches, and school leaders to achieve both rigor and access for all students.

Plan for interventions as appropriate.

- In the early grades, pay special attention to the developmental appropriateness of activities.<sup>11</sup>

- For students with Individualized Educational Plans, ensure that individual supports and specialized instruction are aligned to the needs of the student and that goals are aligned to Common Core standards where relevant.

- Implement classroom structures and assessment practices across all grades that encourage student self-reflection and engagement of students in the learning process.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

<p><b>1. Strategies/activities that encompass the needs of identified subgroups</b></p> <ol style="list-style-type: none"> <li>1. Professional Development focused on deepening Danielson’s instructional element, 3b Questioning and Discussion techniques including “Assessing and Advancing questions”, “Total Participation Techniques” text (ASCD), open-ended questions associated with CCLS Mathematics/Literacy Instructional Shifts <i>(CIE 2013 2014: Provide support to teachers through frequent classroom visits, actionable feedback, coaching, and professional development aligned to Danielson’s Framework for Teaching, the Common Core, and other content standards”, p. 2).</i></li> <li>2. Further professional learning focused on “Learning Targets” and “Success Criteria” in both Literacy and Mathematics to ensure students explicitly understand what they will be learning and how they will know they have learned it in ‘student friendly’ language <i>(CIE 2013 2014: “Provide support to teachers through frequent classroom visits, actionable feedback, coaching, and professional development aligned to Danielson’s Framework for Teaching, the Common Core, and other content standards”, p. 2; “Implement classroom structures and assessment practices across all grades that encourage student self-reflection and engagement of students in the learning process”, p. 3).</i></li> <li>3. Support teachers in using assessment data to plan for, and implement Guided Reading and Guided Math/tiered student activity sessions in Workshop Model lessons <i>(CIE 2013 2014: “Work with peers, coaches, and school leaders to achieve both rigor and access for all students, Plan for interventions as appropriate...paying special attention to the developmental appropriateness of activities” p. 3, “Support teachers with implementation of measures of student learning” p. 3)</i></li> <li>4. Informal teacher observations by Principal and Assistant Principal during Guided Reading and Guided Math sessions to ensure teachers receive specific actionable feedback related to use of assessment data to drive teaching <i>(CIE 2013 2014: Actively participate in their own development as teachers, supported by the implementation of a new system of teacher evaluation and development”, p. 2)</i></li> <li>5. “Looking at Student Work” sessions to cooperatively analyze, score and calibrate student work with tasks in terms of levels of CCLS instructional practices, cognitive rigor and thinking and reasoning skills and representations as well as collaboratively developing recommendations/next steps for instruction as indicated by data <i>(CIE 2013 2014: Support teachers and teacher teams in planning lessons and units, strengthening teaching practices, looking at student work for evidence of learning and gaps, and making purposeful adjustments to narrow the gap between what the standards require and what students know and are able to do, p. 2).</i></li> <li>6. Collaboratively analyze assessment data and develop (then individually implement) data-driven Guided Math/tiered student activities within Workshop Model Mathematics lessons, based on the particular learning needs of each student, within the learning trajectories of the unit’s major concept <i>(CIE 2013 2014: Work with peers, coaches, and school leaders to achieve both rigor and access for all students, Plan for interventions as appropriate...paying special attention to the developmental appropriateness of activities”, p. 3).</i></li> <li>7. Collaboratively analyze assessment data and develop (then individually implement) data-driven Guided Reading sessions, inclusive of “Universal Design for Learning” principles <i>(CIE 2013 2014: Work with peers, coaches, and school leaders to achieve both rigor and access for all students, Plan for interventions as appropriate...paying special attention to the developmental appropriateness of activities”, p. 3)</i></li> </ol>
<p><b>2. Key personnel and other resources used to implement each strategy/activity</b></p> <ol style="list-style-type: none"> <li>1. Teachers, Literacy Coach, Math Consultant, Principal/Assistant Principal</li> <li>2. Teachers, Literacy Coach, Math Consultant, Principal/Assistant Principal</li> <li>3. Principal/Assistant Principal/Teachers</li> <li>4. Teachers, Principal/Assistant Principal, Literacy Coach, Math Consultant</li> <li>5. Teacher Teams, Principal/Assistant Principal, Coach, Math Consultant</li> <li>6. Teacher Teams, Principal/Assistant Principal, Math Consultant</li> <li>7. Teacher Teams, Principal/Assistant Principal, Coach,</li> </ol>
<p><b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b></p> <ol style="list-style-type: none"> <li>1. By December 2013, all teachers to have received professional learning experiences focused on PS 130’s Instructional Focus of Questioning &amp; Discussion Techniques; Consultant’s/coach’s logs/Professional learning agendas agendas/ schedules/ indicate participants in professional development;</li> <li>2. By December 2013, all teachers to have received professional learning experiences focused on Common Core Learning Standards aligned “Learning Targets” &amp; “Success Criteria” (Consultant’s/coach’s logs/agendas and informal observations indicate teachers begin implementing use of targets and criteria within each lesson</li> <li>3. Consultant’s logs/coach’s logs indicate support and scaffolding given to Teacher teams and individual teachers, professional Development overview is adjusted as teachers’ and students’ needs in this area are shared</li> <li>4. Informal and formal observations indicate feedback given to teachers regarding component 3 d Using Assessment to Drive Instruction</li> </ol>

- 5. 100% of staff have experienced grade level Teacher Team meetings focused on cooperatively scoring and calibrating “Looking at Student Work” sessions in terms of levels of students’ thinking, reasoning and representations with culminating tasks; agendas demonstrate work completed
- 6. 100% of staff have experienced grade level Teacher Team meetings focused on collaboratively analyzing student assessment data and planning for differentiated Guided Math sessions; informal observations indicate teacher’s implementation of differentiated learning tasks
- 7. 100% of staff have experienced grade level Teacher Team meetings focused on collaboratively analyzing student assessment data and planning for differentiated Guided Reading/ Shared text sessions; informal observations indicate teacher’s implementation of differentiated learning tasks

**4. Timeline for implementation and completion including start and end dates**

- 1. By December 2013
- 2. By December 2013
- 3. Beginning October 2013- June 2014
- 4. Beginning November 2013- June 2014, Common Planning Meetings
- 5. Beginning October, 2013- June 2014
- 6. Beginning lab site cycle of January 2014
- 7. Beginning professional learning cycle of January 2014

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- 1. Minimum of two common preps per grade per week
- 2. Monday 8:02 grade meetings
- 3. Professional development cycles for literacy and math consultancy
- 4. Superintended Professional Development days (Election day and Brooklyn, Queens day)
- 5. Teachers attending the CFN Professional Development courses
- 6. Outside consultancies for ELA, Math, Technology and the Arts

**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).  
Please refer to PIP template attached, Pages 23 to 26

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA	X	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #5**

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.

By June 2014, collaboratively develop and implement Whole School Positive Behavior Management Plan, with a focus on developing and scaffolding each child’s social/emotional development and further building teachers’ management strategies.

**Comprehensive Needs Assessment**

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

The 2013 Learning Environment Survey indicated teachers’ responses regarding getting help with student behavior in the Safety and Respect category were scored at 7.7. Together with the priority of the Special Education Reform’s focus on positive behavior

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**9. Strategies/activities that encompass the needs of identified subgroups**

1. Ongoing Professional Development with Responsive Classroom Consultancy- to learn how the Responsive Classroom approach boosts children's social and academic skills while reducing behavior problems, focused initially on:
  - Participation in Morning Meeting
  - Exploring foundational ideas
  - Seeing practices in action
  - Investigating the Responsive Classroom approach to discipline
  - Gathering practical classroom tips
2. Teachers to read text and implement strategies in their own classrooms with feedback from Principal, Assistant Principal and colleagues
3. Vertical Teacher Team established to collaboratively develop Whole School Positive Behavior Management Plan, inclusive of PS 130 students'/families' contexts and needs

**10. Key personnel and other resources used to implement each strategy/activity**

1. Principal, Assistant Principal, Responsive Classroom personnel
2. Classroom teachers, Principal/Assistant Principal/ grade level Teacher team members
3. Vertical Teacher Team (members from each grade level and cluster teacher/s, Principal, Assistant Principal)

**11. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. By December 2013, all teachers have begun to implement basics of Responsive Classroom techniques in classroom as evidenced by formal and informal observations
2. Informal and formal observations indicate evidence of Responsive Classroom strategies implemented in each classroom (Domain 2 Danielson)
3. By March 2014, vertical Teacher Team has developed draft Whole School Behavior Management Plan; by April 2014, vertical Teacher Team has shared with whole staff with implications for consistent implementation at PS 130

**12. Timeline for implementation and completion including start and end dates**

1. Election Day PD, November 2013
2. Ongoing from November, 2013 to June 2014
3. From December 2013 to April, 2014

**13. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. All staff scheduled for Election Day PD with Responsive Classroom Personnel
2. Vertical Teacher Team formed by December; meeting dates set and communicated; google doc established for development of plan

***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).

Please refer to PIP template attached, Pages 23 to 26

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	x	Title IA	x	Title IIA	X	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.									

**Academic Intervention Services (AIS)**

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<p>Students in need of Academic Intervention in ELA are supported in the following ways: * Kindergarten through 5<sup>th</sup> Grade students are invited to the Early Morning Intervention program, with focused guided reading support using the Fountas &amp; Pinnell Literacy Intervention System (guided reading).</p> <p>*Students in grades 3/4/5 in need of extra support are invited to an afterschool program, taught by classroom teachers, and using focused guided and shared reading.</p> <p>*All students in Kindergarten through 5<sup>th</sup> Grade are grouped for guided reading throughout the week during the Literacy Block. Students in need of extra support are met with on a more frequent basis.</p> <p>*Literacy coaches push-in during the test prep cycle, working with small groups of students during needing extra support in preparation for the ELA test.</p>	<p>Students in need of academic intervention in ELA are met with in a variety of settings throughout the school week, which include:</p> <p>*Differentiated instruction in small guided reading groups, both during the literacy block, and in the early morning program.</p> <p>*1-1 reading conferences with the classroom teacher during which children’s specific needs are assessed and next steps/goals articulated.</p> <p>*Students needing extra support are also invited to the afterschool intervention program, beginning in January. Teachers work with small groups using both Shared Reading and Guided Reading instructional model .Programs used include the Fountas &amp; Pinnell Literacy Intervention System, as well as Foundations and Orton-Gillingham based interventions.</p>	<p>Services for academic support in ELA are provided before school in the early morning program, during the school day during the daily Literacy Block, and in the afterschool intervention program beginning in January.</p>
<b>Mathematics</b>	<p>Students in first and second grade receive at-risk math instruction during early morning program (guided math).</p>	<p>Small group instruction generally working in pairs, grouped by ability</p>	<p>Service is provided in the early morning program on Tuesdays, Wednesdays and Thursdays from 8:02 am to 8:40am</p>

	Students in grades three, four and five who are Level 1 and Level 2, are invited to the Early morning after school programs during the school year. Math coach also leads a push-in intervention program during test prep, working with small groups of students during math instruction.		
<b>Science</b>	Science Specialist provides small group pull-out services during AM intervention and Saturday Academy Science test prep (20 full days before the test). This program is geared to Level 1 and Level 2 students who benefit from small group and or one to one tutoring.	Small group instruction with rotation of students cycling small group instruction	Before school 8:02 AM Tuesdays, Wednesdays and Thursdays In groups of 10  Saturday academy for science test prep April to May 20 students
<b>Social Studies</b>	Social Studies at each grade level are fully integrated into the ELA curriculum, using Non-Fiction reading and writing for shared, guided and independent reading. Social studies and nonfiction content is aligned, whenever possible, to genres being studied across the year.	Social studies content is integrated into the reading/writing units at each grade level, and is delivered in a variety of instructional settings, including shared reading, guided reading, independent reading, as well as in the writing workshop.	Social Studies is integrated whenever possible into both the morning and afternoon intervention programs, as well as throughout the literacy block during the school day.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	School Guidance Counselor provides both mandated and at-risk counseling services in an ongoing basis during the school year for students in grades Kindergarten to fifth grades. Counseling includes strategies in helping students with anger management, bereavement, bullying and mediation.	Games and role play are activities used to improve self confidence, social skills, assist developing friendships and feelings expression.	Service is provided in the early morning program, during the school day and afterschool.

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed\*.
1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

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

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

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

**Media literacy consultant will work with coaches to:**

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

**Technology Committee and Media Literacy Consultant will:**

- Review, update and disseminate DMSS
- Accumulate and present model projects that address the objectives of the DMSS and CCLS
- Identify best practices in the building, and encourage and facilitate teacher leaders as in-house professional developers around those practices

Establish routine framework for PD through grade-team planning periods, lab site modeling, in-class co-teaching, and routine debriefing sessions with a culminating meeting focused on creating and archiving support materials and reflections on the school website

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- 1 Professional Development focused on deepening Danielson's instructional element, 3b Questioning and Discussion techniques including "Assessing and Advancing questions", "Total Participation Techniques" text (ASCD), open-ended questions associated with CCLS Mathematics/Literacy Instructional Shifts

**2** Grade level teacher team “Looking at Student Work” sessions to cooperatively analyze, score and calibrate student work with tasks in terms of levels of CCLS instructional practices, cognitive rigor and thinking and reasoning skills and representations as well as building consistency of professional judgments and deepening teachers’ content knowledge  
 Vertical teacher teams to cooperatively analyze student work with tasks and evaluate CCLS units of work in terms of levels of CCLS instructional practices, cognitive rigor and thinking and reasoning skills and representations as well as building consistency of professional judgments and deepening teachers’ content knowledge

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Funds are coordinated and integrated as a means to improve the quality and effectiveness of teaching strategies and instructional models, thereby improving the quality of education experienced by all students in the school. This includes:

- Title I and Title III LEP funds used for supplies, equipment, and per session for before- and after-school activities including academic support
- Title I funds used to provide a math and literacy coach who will work within an interdisciplinary model to ensure literacy and math are infused across the subjects
- Fair Student Funding and NYSTEL funds used to ensure all students receive access to technology resources on a daily basis
- Contract for Excellent funds used to offset the per-diem rate for substitute teachers we use when providing Professional Development to teachers

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

PS 130 has 3 Pre-K classes. Our Pre-K teachers and Paraprofessionals participate in Literacy and Math professional development and are integral parts of our school wide planning. Our CFN also provides intensive professional development for our Pre-K teachers, which also encompasses ideas for parent involvement activities. Early intervention services are offered to all at risk students and parents are supported by the Pre-K social worker. Our Pre-K students are part of our school community and participate in all school wide events. Our Pre-K students transition wonderfully to Kindergarten.

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

As expressed in our Math and Literacy goals, Teacher teams meet to refine instruction based on data gathered from ongoing student assessments. Teachers use assessment to inform instruction and tier lessons, plan for differentiation and intervention during the Professional Development meetings.

In Math Instruction:

- \* Grade level teacher teams use “Looking at Student Work” sessions to cooperatively analyze, score and calibrate student work with tasks in terms of levels of CCLS instructional practices, cognitive rigor and thinking and reasoning skills and representations as well as building consistency of professional judgments and deepening teachers’ content knowledge
- \*Vertical teacher teams cooperatively analyze student work with tasks and evaluate CCLS units of work in terms of levels of CCLS instructional practices, cognitive rigor and thinking and reasoning skills and representations as well as building consistency of professional judgments and deepening teachers’ content knowledge

In Literacy:

- \*Teacher teams refine, revise and strengthen all Literacy units’ overview of learning experiences and aligned assessments, together with in-depth analysis of culminating tasks and rubrics/continuum of literacy learning, with scaffolded guidance by Literacy coach and Assistant Principal.
- \*Each teacher team plans inter-disciplinary units of work, partnering within and across grades to create integrated Literacy/ Social Studies; Literacy/Science; Literacy/Technology units of work.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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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**PUBLIC SCHOOL 130**

**70 OCEAN PARKWAY**

**BROOKLYN NY 11218**

**PARENT INVOLVEMENT POLICY (PIP)**

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**PUBLIC SCHOOL 130**

**70 OCEAN PARKWAY**

**BROOKLYN NY 11218**

***SCHOOL-PARENT COMPACT***

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

## **I. School Responsibilities**

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

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

Revised 11/12/13

**Title I Parent Committee:**

Marygiulia Capobianco \_\_\_\_\_

Debbie Herdan \_\_\_\_\_

Allysen Manz \_\_\_\_\_



### **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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

#### **IV. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

#### **V. Parent/Guardian Responsibilities:**

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

#### **VI. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>00</b>	Borough <b>select one</b>	School Number <b>000</b>
School Name <b>type here</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>type here</b>	Assistant Principal <b>type here</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>type here</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</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 currently teaching in the ESL program.		Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (Excluding Pre-K)		Total number of ELLs		ELLs as share of total student population (%)	%
--	--	----------------------	--	---	---

## Part II: 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 type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input 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>														
SELECT ONE														0
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6+ years)

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)														0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					2
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									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 Foreign Language				
Government				
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								

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Paste response to questions here:
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Paste response to question here:
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Paste response to question here:
4. For each program, answer the following:
  - a. 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?  
Paste response to questions here:
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Paste response to question here:
7. 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?  
Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Paste response to question here:

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
Paste response to question here:
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.  
Paste response to question here:
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)  
Paste response to question here:

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.  
Paste response to question here:
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
Paste response to question here:
6. 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.) 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 question here:

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
  - 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])?  
Paste response to questions here:
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)?  
Paste response to questions here:
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 foster language development and meet the demands of the Common Core

Learning Standards.

Paste response to question here:

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here:

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Paste response to question here:

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Paste response to question here:

**Courses Taught in Languages Other than English ⓘ**

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

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

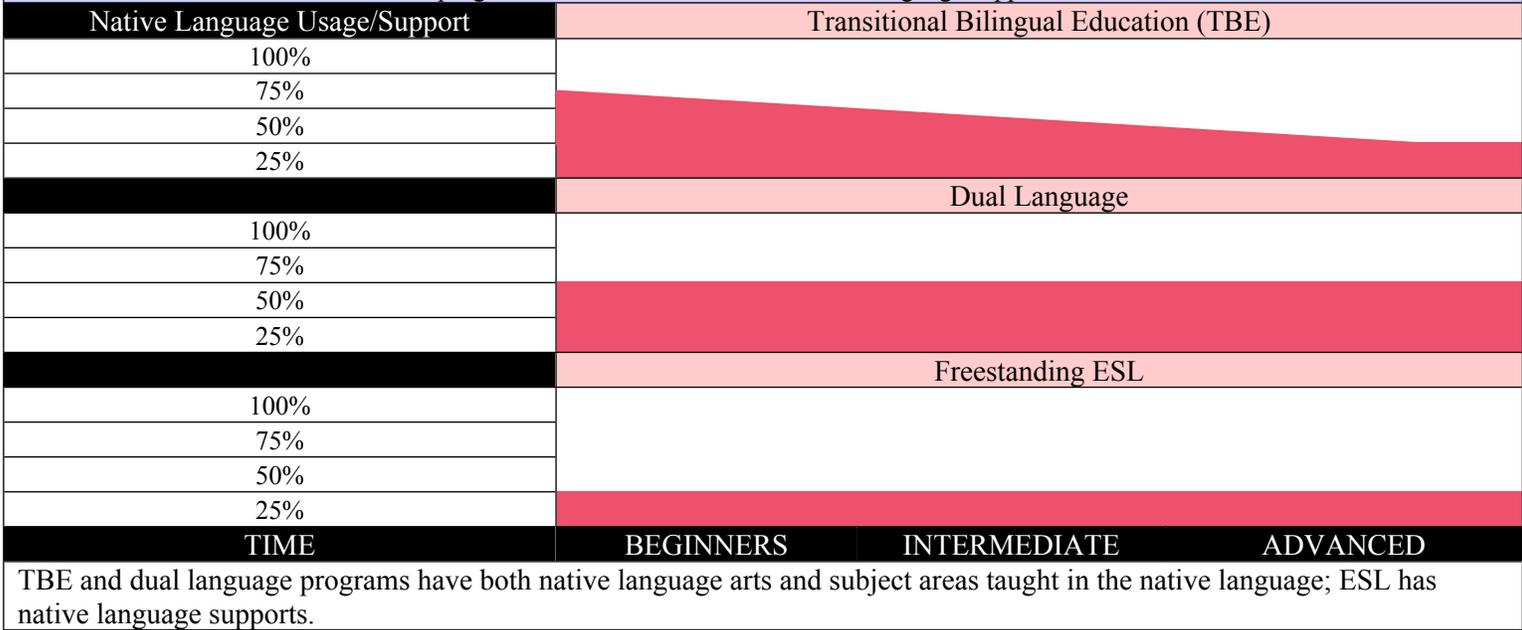
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	<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

**Native Language Usage and Supports**

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



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

9. 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.

Paste response to question here:

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

11. What new programs or improvements will be considered for the upcoming school year?

Paste response to question here:

12. What programs/services for ELLs will be discontinued and why?

Paste response to question here:

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Paste response to question here:

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Paste response to question here:

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Paste response to question here:

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here:

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Paste response to question here:

18. What language electives are offered to ELLs?

Paste response to question here:

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions here:

### D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 here:

### **E. 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 response to question here:

# Part VI: LAP Assurances

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

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 15K130

School Name: The Parkside School

Cluster: CFN102

Network: CFN102

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

### **Part A: Needs Assessment Findings**

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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.

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

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

- Spanish
- Bengali
- Russian
- Arabic
- Urdu
- Chinese
- Polish

We are currently providing written translation and oral translation in these languages to all parents who require it. We also provide all the parents with a survey that asks for language preference for school communications. PS 130 distributes "DOE Language Preference Form." The Parent Coordinator creates a class list with each parent's language preference. According to this list, translated notices are distributed as needed.

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

We have determined that the following languages: Spanish, Bengali, Russian, Arabic, Urdu, Chinese and Polish are the major languages spoken by our parents.

These languages require the largest amount of translation, both written and oral.

DOE translation and interpretation posters are visibly displayed by the main entrance, in the Parent Coordinators office and the school's main office. We provide translators during Parent Teacher conferences and we also announce, during general meetings, the availability of oral translation in Spanish as it is our primary L2.

## **Part B: Strategies and Activities**

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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.

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

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

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

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

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

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

# 2012-13 Comprehensive Education Plan (CEP)

## Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS 130	DBN: 15K130
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 72 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 1

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Rationale

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

Subgroups & Grade Levels:

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

Schedule & Duration:

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

Language of Instruction:

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

Number & Types of Certified Teachers:

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

Types of Materials:

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

## Part C: Professional Development

## Part C: Professional Development

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

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

Begin description here: PDRationale

PD #1:

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

Teachers to Receive Training:

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

Schedule & Duration:

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

Topics to be covered:

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

Name of Provider:

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

Rationale PD #2:

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

Teachers to Receive Training:

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

## Part C: Professional Development

### Schedule and Duration:

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

### Topics to be Covered:

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

### Name of Provider:

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

### Rationale PD #3:

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

### Teachers to Receive Training:

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

### Schedule & Duration:

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

### Topics to be Covered:

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

### Name of Provider:

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

## Part D: Parental Engagement Activities

## Part D: Parental Engagement Activities

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

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

Begin description here: Activity #1:

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

Schedule & Duration:

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

Topics to be Covered:

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

Name of Provider:

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

How Parents will be Notified of these Activities:

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

Rationale Activity #2:

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

Schedule & Duration:

**Part D: Parental Engagement Activities**

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

Topics to be Covered:

This is all English Language Learning through the program.

Name of Provider:

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

How Parents will be Notified of these Activities:

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

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
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>		
Educational Software (Object Code 199)		

**Part E: Budget**

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

Allocation Amount: \$0

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