



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** PS 131  
**DBN (i.e. 01M001):** 15K131  
**Principal:** RUTH N QUILES  
**Principal Email:** RQUILES2@SCHOOLS.NYC.GOV  
**Superintendent:** ANITA SKOP  
**Network Leader:** CYNTHIA FELIX

**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
Ruth N Quiles	*Principal or Designee	
Nancy Vido	*UFT Chapter Leader or Designee	
Beatrice Osorio	*PA/PTA President or Designated Co-President	
Flor Gonzalez	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Jana Schultz	Member/ Parent	
Sarah Mohammed	Member/ Parent	
Elizabeth Acevedo	Member/ Teacher	
Violet Windbish	Member/ Teacher	
Danielle Quinones	Member/ Parent	
Rosa Leonetti Perez	Member/ Teacher	
Tanya Izurieta	Member/ Parent	
Maria Martinez	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>x</b>	<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
<b>x</b>	▪ 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>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</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.  
 To improve the percentage of special education students making progress in ELA. Special education students will move from 58.3% being in the 75<sup>th</sup> growth percentile to 60% in this growth percentile.

### **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.  
 Even though special education students have made progress there are no students at levels 3 or 4. The average proficiency scores are as follows: self-contained 1.9, ICT 1.93 and Setts 1.84.

### **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. There will be a push in literacy teacher two days a week. A Setts teacher will support small group instruction as a push in three days a week. During extended day which encompasses all students all of these students will be with special education personnel. Instruction will be strategy based depending upon their needs.

**B. Key personnel and other resources used to implement each strategy/activity**  
 1. A literacy F status teacher and all special education teachers will be involved.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**  
 1. Fountas and Pinnel running records will be used to monitor for progress. Running records will be taken in October, January, March and June.

**D. Timeline for implementation and completion including start and end dates**  
 1. These support systems will be in place in late September through June.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**  
 1. The push in teachers will push in during literacy time. The extended day program is a Benchmark Reading/Writing program.

### **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).  
 Parents will be informed of the services provided. Parents are invited to workshops and given materials to help their children that are participating in State exams this year. Family literacy night and Curriculum days also support this goal.

### **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	Title IA	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 #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.  
 100% of all professional development and teacher evaluation discussions will include the Danielson Framework for the entire 2013-2014 school year.

### **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.  
 One of the Citywide Instructional Objectives is the implementation of the Advance, the new teacher evaluation system. In order to familiarize teachers with the Danielson Rubric we will be using the rubric in all professional development sessions and evaluations given to teachers.

### **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. The Rubric will be used in viewing lessons of each other and providing component evidence. The Rubric will also be used in the informal and formal conversations.

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

1. Personnel will be the principal, two assistant principals, literacy and math coach. Two teachers are in administration internships and they will be utilized as well.

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

1. The individual teacher ratings will be monitored throughout the school year to see if the feedback results in higher ratings on the rubric.

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

1. This will begin in September and continue through June.

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

1. Before school, after school and prep periods will be utilized for this.

### **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).

A workshop will be provided to introduce the parents to the Danielson Rubric. Information will be shared at the School Leadership Team meetings which parents will share with other parents.

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

## **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.

100% of students in grades Pre K through 5 will engage in CCSS aligned curriculum in all content areas throughout the 2013-2014 school year.

### **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.

One of the Citywide Instructional expectations for this school year is to provide CCSS aligned curriculum. Our mathematics program as well as our social studies programs was not aligned with CCSS. We needed to purchase, create and align specifically in these two content areas. Our literacy and science programs were already aligned but we need to work on building rigor.

### **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. In mathematics Bridges was purchased for grade 2 and the other grades are using "Story of the Units" which are the Common Core modules from Engage New York.

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

1. Classroom teachers, a cluster, a coach, a consultant and CFN as well as state provided staff developers will assist in the professional development for implementation.

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

1. We have reading level profiles and writing on demand to monitor literacy progress. In mathematics we have CCSS data analysis spreadsheets for every unit. Social studies and science are developing rubrics for assessment. These are all shared in a drop box with grade colleagues and administration.

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

1. The CCSS data analysis spreadsheets will be implemented from September through June. The rubrics will be ongoing throughout the year.

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

1. Common prep periods as well as before and after school will be used. Staff development days in September, Election Day and Brooklyn Queens day will be used as well.

**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).

Workshops will be provided for parents by the math coach to acquaint them with the CCSS and curriculums.

**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	Title IA	Title IIA	Title III	Set Aside	Grants

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 2014, 100% of teachers in grades Pre K through 5 will collaborate in both horizontal and vertical teams to complete at least three inquiry cycles to use data to drive instruction in literacy and mathematics.

**Comprehensive Needs Assessment**

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

In previous years teachers have always worked in horizontal teams. This year they are working in vertical teams. We piloted one math vertical team last year and it was successful so this year we will be going school wide. Teachers will work in vertical teams in literacy and use student work as data to inform school wide practices.

**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. Teachers will meet in vertical teams during prep time. Coverage will be provided to make this available. This will occur twenty times throughout the school day. During these meetings they will look at student work; the best in their classes. These pieces will be looked at in regard to a writing continuum and then a decision will be made by the team as the best piece. This piece will then be analyzed as to what can make this piece more rigorous and why. Teachers will look at student work during all the meetings.

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

1. All teachers, coaches, administration and staff developers.

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

1. This process will be evaluated by the quality of the student work that is submitted.

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

1. This will begin in October and continue through May.

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

1. This process will occur during faculty meetings, prep periods and per session activities.

**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).

n/a

**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>Title IA</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 #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.
100% of teachers in grades Pre K through 5 will create systems aligned to CCSS that monitor student growth in literacy and mathematics from September through June 2014.

**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.
Our students are making progress but not enough. We received an A on the Progress Report for Progress but upon investigating further the median growth percentile for ELA is 62.0% and 68.0% for mathematics. The students who showed the most progress is ELL's who improved 70.9%

**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.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1. Teachers will update the reading level profile in October, December, March and June. These profiles will be updated in drop box and shared amongst the grade and with administration. End of unit assessments spreadsheets are provided in mathematics. These spreadsheets are shared amongst the grade and with administration in drop box. Grade meetings will be utilized to analyze student data.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. Classroom teachers, administrators, coaches, staff developers and an Aussie consultant.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. In literacy there are grade targets to be met at specified times throughout the year. These targets are represented as shaded areas on the reading level profile. In mathematics there are pre and post assessments in mathematical concepts. The grades are color coded to show their current level.
<b>D. Timeline for implementation and completion including start and end dates</b>
1. These will be implemented from September through June.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. These will be done during grade conferences, common prep periods and individual teacher conferences.

**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).
These spreadsheets are shared with parents during meetings where their children are discussed.

**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>Title IA</b>		<b>Title IIA</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.										

### 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>	Guided Reading Practice	Small groups	After school
<b>Mathematics</b>	Problem Solving	Small groups	After school
<b>Science</b>	Inquiry based projects	Small groups	During school
<b>Social Studies</b>	Inquiry based projects	Small group	During school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Conflict resolution curriculum	Small group	After school

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

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.
We reach out to NYU, LIU, St Joseph's and Columbia University for candidates. A team reviews the resumes for interviewing. The team consists of the Principal, Assistant Principal and UFT Chapter Leader. Interviews are held and viable candidates are asked to return and provide a demonstration lesson for the team. The team agrees through consensus who should be hired.

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

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds are utilized to meet the needs of all the students. Services and funds are matched to student needs.

**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.).
We currently have a preschool program where their curriculum is aligned to CCSS. These students transition into our kindergarten program seamlessly. We also provide a day for parents to visit kindergarten classrooms with their children. We go over curriculum and expectations. In June current pre k students visit kindergarten classes to become familiar with the adults and the environment.

**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.
Teachers participate in decisions when discussing in vertical teams. The relevance and use of assessments are part of the inquiry 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).

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## **Parent Involvement Policy (PIP)**

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

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

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

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

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

- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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.

## **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 or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

## **III. Student Responsibilities:**

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

**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>15</b>	Borough <b>Brooklyn</b>	School Number <b>131</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>Ruth Quiles</b>	Assistant Principal <b>Alina Alvarez</b>
Coach <b>Jennifer Potter</b>	Coach <b>Maria Caso</b>
ESL Teacher <b>Lilia Zelmanovitch</b>	Guidance Counselor <b>Karin Rodriguez</b>
Teacher/Subject Area <b>Lisa Carrano Science Upper Gr</b>	Parent <b>Beatrice Osorio</b>
Teacher/Subject Area <b>Fyaly Nunez Science Lower Gr</b>	Parent Coordinator <b>Lisette Boccasino</b>
Related Service Provider <b>Katarzyna Wallin-ESL</b>	Other <b>Meghan Avelluto-ESL</b>
Network Leader (Only if working with the LAP team) <b>type here</b>	Other <b>Adam Rothstein-ESL</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.	<b>10</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>3</b>	Number of teachers who hold both content area and ESL certification	<b>6</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>2</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>6</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>2</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>4</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1013</b>	Total number of ELLs	<b>461</b>	ELLs as share of total student population (%)	<b>45.51%</b>
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## 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish & Chinese
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): None

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%)	2	0	0	0	0	0	0	0	0	0	0	0	0	2
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
self-contained	2	2	2	0	0	0	0	0	0	0	0	0	0	6
SELECT ONE														0
<b>Total</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>8</b>									

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	461	Newcomers (ELLs receiving service 0-3 years)	398	ELL Students with Disabilities	55
SIFE	6	ELLs receiving service 4-6 years	63	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	49	0	0	0	0	0	0	0	0	49
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	348	6	30	64	0	0	0	0	0	412
Total	397	6	30	64	0	0	0	0	0	461

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 Sp	25	0	0	0	0	0	0	0	0	0	0	0	0	25
SELECT ONE Chi	25	0	0	0	0	0	0	0	0	0	0	0	0	25
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>50</b>	<b>0</b>	<b>50</b>											

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	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:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	66	48	53	20	26	10	0	0	0	0	0	0	0	<b>223</b>
Chinese	30	30	25	20	8	9	0	0	0	0	0	0	0	<b>122</b>
Russian	3	4	3	5	3	0	0	0	0	0	0	0	0	<b>18</b>
Bengali	9	6	3	0	6	2	0	0	0	0	0	0	0	<b>26</b>
Urdu	0	4	0	1	3	1	0	0	0	0	0	0	0	<b>9</b>
Arabic	1	0	0	0	0	0	0	0	0	0	0	0	0	<b>1</b>
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>
French	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>
Polish	2	1	2	0	0	0	0	0	0	0	0	0	0	<b>5</b>
Albanian	0	1	0	1	1	0	0	0	0	0	0	0	0	<b>3</b>
Other	3	6	2	3	1	0	0	0	0	0	0	0	0	<b>15</b>
<b>TOTAL</b>	<b>114</b>	<b>100</b>	<b>88</b>	<b>50</b>	<b>48</b>	<b>22</b>	<b>0</b>	<b>422</b>						

## 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)	74	16	12	11	11	5	0	0	0	0	0	0	0	<b>129</b>

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	32	30	8	17	3	0	0	0	0	0	0	0	90
Advanced (A)	36	68	53	37	29	19	0	0	0	0	0	0	0	242
Total	110	116	95	56	57	27	0	0	0	0	0	0	0	461

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	50	63	37	5	155
4	45	59	15	6	125
5	35	55	33	9	132
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	44	4	68	1	23		19		159
4	32		38	3	32	3	20		128
5	38	4	44	2	39	2	11		140
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		11	2	29	2	76	3	123
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.  
We use Fountas & Pinnell Running Records- administered several times per year; informal Running Records; TC-Writing-on-Demand Assessments, administered-pre and post each unit of writing; using a CCSS aligned rubric; math module specific, pre and post module assessments . Current ELLs, as well as former ELLs, score lower, across grades, on writing section of NYSESLAT. Information obtained determines the composition and specific skills taught in flexible, small groups for reading/writing, math instruction.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
In all grades students move out of the beginner and intermediate levels quickly [ within the first two years], and remain in the advanced level for at least two years.
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 [AMA tool](#))  
Data reveals that across grades, students score lower in writing than in other modalities, this coupled with the data indicating that students stay in the advanced level longer than in other levels, indicates to us that we need to plan for writing instruction that is more rigorous; focused on complex sentence structures and a more flexible use of TIER 2 vocabulary.
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?

Our Spanish and Chinese speaking ELL populations take the Spanish or Chinese LAB-R at the commencement of their public school careers. They take no other native language exam. 70.9% of our ELLs make progress on the ELA test. ALL students have been taking Acuity Periodic Assessment. Results are reviewed carefully [alongside colleagues; coaches; administrators-at grade meetings]; noting with which skills, strategie, standards students show weakness. Question choice and what it reveals about student understanding or misconceptions is also review. Instruction is whole group lessons and/or small group instruction to address student needs, based on this information. Teachers also create customized assessments to to determine the effectiveness of this instruction. Teachers meet with parents to discuss how to use the on-line resources. Our students need to work on building TIER 2 and content area vocabulary and using inferencing skills.
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](#).)  
Our school places a great deal of emphasis on TIER 1 instruction, investing considerable resourses [time; money] focusing on rigorous, standards based, professional development for ALL pedagogues, on the needs of ELLs and students with disabilities; close supervision/feedback cycles; on-going teacher/supervisor monitoring and conversations about assessment results and implications for instruction. Data gathered through on-going monitoring and assessments [Running Records; Writing-on-Demand; math tests; individual student/teachers conferences] is used to determine TIER 2 instruction, which is provided in flexible, small groups by classroom teachers and specialists. TIER 3 instruction is offered through our Academic Intervention Program, in small groups, through cycles of very targeted instruction.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
There is a very strong focus in our school on ELL needs and where they are in the development of second language skills, when planning professional development and TIER 1 instruction. Decisions about TIER 2 & 3 instruction are made in consultation with ESL teachers, Pupil Personnel Team [PPT] and members of the administrative team.
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?

No Dual Language Program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
ELL progress is evaluated using Running Record levels, using a CCSS aligned benchmark rubric; growth in writing is measured

through writing-on-demand pieces graded with a CCSS rubric; growth in math is measured by pre and post unit tests within CCSS math curriculum -EngageNY, NYSESLAT; ELA; State Math Test are also used to measure growth. Last available AYP data indicates that our ELL students met AYP targets in ELA, math and science.

## 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](#).)

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

  - \*One of five pull-out ESL Teachers is called to administer the HLIS and conduct an informal oral interview.  
ESL Teachers- Lilia Zelmanovitch; Meghan Avelluto; Katarzyna Walli; Adam Rothstein and Susan Christopher are all certified ESL Teachers.
  - \* If parent does not speak English translation is provided for the following languages; Spanish-Lisette Boccasio [Parent Coordinator] or Adam Rothstein; Chinese- Ellen Lam [Paraprofessional]; Russian- Lilia Zemanovitch [ESL Teacher]; Polish- Katarzyna Wallin [ESL Teacher]. For translation services of other languages, when the parent does not bring their own translator; the NYC DOE Translation Dept. is contacted for over the phone translations-whenver possible; PTA parents are enlisted.
  - \*Based on information gathered in the informal interview and HLIS, ESL Teachers determine who is eligible for LAB-R testing. Students are temporarily placed in a class until testing. LAB-R is administered by the ESL teachers within 10 days of registration. ESL teachers test the students in a quiet classroom. When a student arrives after September, testing occurs the day after arrival. If a student enters during registration in September, testing may occur one to five days after registration due to the large number of ELLs registered at that time. Hand scores are used to inform student placement. A list of all entitled students is kept by the Testing Coordinator, Mary Biondolillo, to ensure that all entitled students participate [with modification where ever needed] in NYSESLAT testing. ALL entitled students are tested during the Spring NYSESLAT testing period. Students not tested due to absence on a testing date, are tested on make-up dates. A testing schedule for NYSESLAT is developed by the Testing Coordinator, in consultation with the Assistant Principal. Many of the pedagogues in the school building have been trained [and continue to be trained each year] on the administration of NYSESLAT, by the ESL teachers.
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.

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

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

  - Information about Transitional Bilingual; Dual Language and Freestanding ESL Programs and parent rights to choice.
  - After the presentation, video viewing and Q & A session, parents are provided with choice letters. ESL Teachers are available for answering questions. If another classroom is necessitated then parents who chose that program are notified, via back-pack letter and/or call from the Parent Coordinator, that the program they showed interest in is now available.
3. 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](#)].)

Entitlement letters are sent home with students. Invitation letters to parent information meetings, with a tear-off RSVP, are also

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

4. 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.

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

5. 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.

The Testing Coordinator creates an extensive, school wide testing schedule, within the NYSESLAT testing window, in which each modality is tested on a different day. The testing schedule includes time for testing absentee students.

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. ①  
At P.S.131K, parents consistently prefer ESL over bilingual programs, indicating a desire for having their children learn English quickly to enable them to compete with native language speakers. Of particular concern to our parent population is that students be able to apply for Superintendent Programs [gifted] at the middle school level, which are offered only in English and accept students with the highest scores on English standardized tests. Some parents of Kindergarten students request the Transitional Bilingual Program as a way to ease into school life [both for them and their children]. After their first year in the school they request that their students be taught in English only. As a result we have had to increase the number of ESL classes available in our school. We currently have 50 students in our Transitional Bilingual Program; --- students in our Self-Contained ESL Program and --- students in our Free Standing ESL Program.

# 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])?

P.S. 131 has the following organizational models:

\*Transitional Bilingual[TBE]- Spanish/English in Kindergarten -25 students; Chinese/English in Kindergarten -25 students; Self-Contained ESL classes- Kindergarten 50 students; Grade 1- 54 students; Grade 2- 50 students.

Push-in- Kindergarten- 17 students; Grade 1-31; Grade 2- 12 Students, Grade 3- 10 students;

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

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

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)?

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

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

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

\*Content area lessons [Reading, Writing, S.S., Science] are conducted with a Preview/Review Model [Freeman & Freeman] as follows: -Preview of lesson [5mins]- in native language; Mini-lesson- [10-15 mins.]- in English; Independent Worktime- students practice independently while the teacher confers with individual students in whichever language will most support the individual student's development. Teachers also conduct small group instruction in English, with native language supports [preview & review] as necessary [25 mins.]; Share- in English [5mins]; Review -in native language [5 mins.]. At least one Read Aloud each day is conducted in the native language. ESL instruction is offered in English, with some native language support, when appropriate/needed.

3. 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.

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

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

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

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

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
New admits are tested with LAB-R and wherever necessary with Spanish and Chinese LAB-R. Native informal assessments-teacher/student conferences-to determine content understanding, are conducted throughout the year by teachers in the Transitional Bilingual classes.
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).

Instruction is differentiated for ALL [including ELL] students within the context of every classroom through the use of small groups, individual conferring and planning whole group lessons that provide access to the content through modeling, charts, visuals, technology. Additional differentiation is provided during the 37 1/2 minutes of instruction established through the UFT collective bargaining agreement-Extended Time [4x per week]. Extended Time instruction is focused on writing [3x per week] and 1 x per week-math problem solving] All students, including ELL students use the Benchmark Writing Program and National Geographic -Windows on Literacy- Language, Literacy & Vocabulary. ELL students are serviced by ESL teachers at this time. This is in addition to their mandated, daily ESL instruction. Academic Intervention Services [AIS] two afternoons per week, after school, for all students[including ELLs] performing below grade level in reading and math. Test taking strategies and practice particular to each standardized test [ELA, math, social Studies, science, NYSESLAT] is offered on Saturdays [Saturday Scholars] and made available to all students in Grades 1-5 who will be taking the particular test.

The SIFE population at P.S.131K is very small, i.e. 6 students, from Grades 3-5. In addition to participating in Beginner ESL groups, a SIFE may be placed in a different grade class for content area lesson, i.e. a different grade for phonics or math instruction. These arrangements are made on a student-by-student basis, determined by the academic, social, emotional needs of the particular students.

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

In addition to all the supports outlined above, ESL instruction for ELL students receiving services for 4 or more years, is provided with a concentrated focus on the development of language, reading and writing skills in the content area, building of TIER @ and content area vocabulary, Students not performing at grade level, may also be recommended to receive additional instruction from the Academic Intervention Teacher.

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

Newly proficient ELLs are supported during Extended Time groupings; at times remaining in ESL instruction. For the past two years we have placed newly proficient Gr. 2 students with a particular Gr. 2 teacher.

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?

Because at P.S.131K literacy instruction is delivered as an Apprentice Model of instruction within a Balanced Literacy Framework, a great amount of time is given to employing the instructional/assessment strategies, listed below, to allow all students, and especially ELLs and students with disabilities access to academic content, acceleration of English language development.

\*Extensive assessments in:

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

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

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

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

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?

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

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

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

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

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

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

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

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

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

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

### 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


### 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
<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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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.



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

## B. Programming and Scheduling Information--Continued

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.

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

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

Our current ESL program moves beginner and intermediate ELLs more effectively than our advanced ELL students.

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

We recently began conducting a mini- orientation course [touring the school, getting to know school personnel, quickly learning essential survival phrases, how to make friends] for beginner newcomers who speak no English.

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

No program or service will be discontinued.

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

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

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

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

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

Native language support is delivered in the following manner:

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

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

Preview of lesson [5mins]- in native language; Mini-lesson- [10-15 mins.-] in English; Independent Worktime- students practice

independently while the teacher confers with individual students in whichever language will most support the individual

student's

development. Teacher also conducts small group instruction in English, with native language supports [preview & review] as

necessary [25 mins.]; Share- in English [5mins]; Review -in native language [5 mins.]. At least one Read Aloud each day is conducted

in the native language.

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

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

The on-going assessments used at P.S. 131 allow us to group ELLs, SWD, ELL-SWD; non-ELLs in instructionally appropriate groups and do not limit us to placing students in groupings determined by age.

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.

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

18. What language electives are offered to ELLs?

We are an elementary school. Students are not offered electives.

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.

Professional development is provided for all pedagogues by an AUSSIE staff developer for math and by Teacher's College staff developers for literacy. Assistant Principals conduct professional development each month for the grades they supervise. All Faculty Conferences are planned as opportunities for the teaching staff to learn from one another. The focus of PD this year is "How to provide cognitively rigorous instruction for all students?" The school schedule is arranged so that all grades have at least one common prep period per week to allow teachers time to plan and collaborate. The goal of all professional development is to enhance teacher knowledge/skills to better meet the needs of diverse learners, including ELLs and Students with Special Needs. These staff members include: assistant principals, paraprofessionals, bilingual teachers, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators. Bilingual/ESL coordinators attend professional development opportunities provided by the network.

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

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

### 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?

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

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

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

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

### **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)
Ruth Quiles	Principal		11/15/13
Alna Alvarez	Assistant Principal		11/15/13
Lissette Boccasino	Parent Coordinator		11/15/13
Lilia Zelmanovitch	ESL Teacher		11/15/13
Beatrice Osorio	Parent		11/15/13
Fyaly Nunez/ Science LG	Teacher/Subject Area		11/15/13
Lisa Carrano-Science-UP	Teacher/Subject Area		11/15/13
Jennifer Potter-Literacy/ELL	Coach		11/15/13
Maria Caso-Math/ELL	Coach		11/15/13
Karen Rodriguez	Guidance Counselor		11/15/13
Cynthia Felix	Network Leader		11/15/13
	Other		1/1/01

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

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

DBN: **15K131** School Name: **P.S.131K**

Cluster:        Network: **612**

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

**Part A: Needs Assessment Findings**

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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.

ATS report indicating parent preferred language of communication. Schoolwide chart with the parental written translation and oral interpretation needs, listed by class.

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.

Majority of families at P.S. 131 prefer oral and written communications in their native languages. Findings are reported to the community through PTA meetings and through the School Leadership Team and recorded on school wide translation needs chart.

## 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.

The school will use a combination of school staff, DOE Translation Unit and DOE contracted vendor to provide written translation services, Written translation services are provided for, but not exclusive to, centrally produced documents [DOE] and school/student/classroom specific documents, i.e. individual parent communications; progress reports, attendance letters, testing information; health, safety communications, newsletters , curriculum information.

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

The school will use a combination of school staff, DOE Translation Unit, DOE contracted vendor or an adult interpreter provided by the parent to provide oral interpretation services, to the maximum extent practicable, for communication at/with, but not exclusive to, PTA meetings; parent information/curriculum meetings; Parent Teacher Conferences; individual parent meetings/communications with teachers, guidance counselors, nurse, parent information/curriculum meetings.

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>.

As per Chancellor's Regulation A-663, Section VII- all new registrants are provided with the Bill of Parent Rights and Responsibilities, in the appropriate native language [where available] i.e. Spanish, Chinese, Russian, Urdu, Bengali, Arabic. Multilingual translation services and WELCOME posters posted at sign-in desk. Translation services of Translation and Interpretation Unit or in-school translators are enlisted even for languages that represent less than 10% of the school population, i.e. Russian, Bengali, Polish, Urdu, Albanian.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Magnet School for Performing A	DBN: 15k131
Cluster Leader:	Network Leader: Margarita Nell
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Benchmark Education Company

Government and citizenship

\* Immigration

• Communities

• Water and Weather

## Part B: Direct Instruction Supplemental Program Information

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

Other materials may include: Attanansio and Associates

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

Other materials may include: Rigby Harcourt Achieve

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

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

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

## Part C: Professional Development

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

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

### Part C: Professional Development

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

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

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

Mondays at 3:10 to 5:10 PM

### Part D: Parental Engagement Activities

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

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

## Part D: Parental Engagement Activities

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

### Flame Company

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

Tentative schedule for parent workshops:

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

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

## Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <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)		
Travel		
Other		
<b>TOTAL</b>		