



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S. 132 – THE CONSELYEA STREET SCHOOL

DBN (i.e. 01M001): 14K132

Principal: BETH LUBECK

Principal Email: BLUBECK@SCHOOLS.NYC.GOV

Superintendent: ALICJA WINNICKI

Network Leader: DAISY CONCEPCION

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
Beth Lubeck	*Principal or Designee	
Hailey Parsons	*UFT Chapter Leader or Designee	
Kristen Zarcadoolas	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Beatrice Vazquez	Member/ Guidance Counselor	
Tiziana Como	Member/ School Psychologist	
Stephanie Korotz	Member/ Assistant Principal	
Jessica Masullo	Member/ Teacher	
Mina Dye	Member/ Teacher	
Anne Pachucki	Member/ Teacher	
Sondra Braeutigam	Member/ Parent	
Anna Corinna Sellinger	Member/ Parent	
Vanessa Pasquariello	Member/ Parent	
Sandra Cheng	Member/ Parent	
Jeffrey Merced	Member/ Parent	
Kate Yourke	Member/ Parent	
	Member/	
	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

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

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 ensure students with disabilities and struggling students are fully embraced in our school and will have the opportunity to participate in a wide range of classroom and school wide activities , including Common Core Aligned Performance Tasks in the area of Literacy, with the proper support provided by an Academic Response to Intervention Specialist and a Behavioral Response to Intervention Specialist.

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.

Monitoring procedures occur in a variety of ways including but not limited to: Treasures Benchmark assessments, Wilson Charting and Dictation, Itemized skill analysis and understanding of reading concepts, running records, daily anecdotes, rate of improvement (ROI) within given assessments to provide rigorous instruction while maintaining the least restrictive environment for students who may be struggling in a specific area.

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

Tier 1

- 1. Core Reading:** Tier 1 students will receive 90 minutes of core instruction daily using the Treasures Reading Program Series. In addition, students in grades 3-5 will read monthly books with plans designed by classroom teachers with daily skills that align with common core standards. Students will receive direct, explicit differentiated instruction, including small groups. The classroom teacher will use benchmark assessments, standardized tests, and isolated skill assessments to guide instruction and place students in appropriate groups. Students scoring on grade level standard will continue Tier 1 instruction. Students scoring below will be monitored on their progress weekly by their classroom teacher for 6-8 weeks, collaborating with members of the RTI team. If improvement is not evident, then the team can move these students to Tier 2.
- 2. Length of Core Reading Instruction:** Our core reading program is Macmillan/McGraw-Hill Treasures Reading Program. This program uses high quality reading instruction founded on scientifically, evidence-based research that enables classroom teachers to conduct daily progress monitoring. In grades 3-5, guided reading and daily skill assessments through graphic organizers are included in this 90 minute reading instruction time frame.
- 3. Staff Development for Core Curriculum:** Staff development in Reading will occur monthly with Administration, Academic Coaches, and members of the RTI team. Professional development and monthly RTI training will take place within the school on a monthly basis.
- 4. Types of Instructional Practices:** Delivery of Instructional practices through whole group, small group, learning centers, individual instruction, peer assistance, parent volunteers, and leveled reading. Technology is available to all students, and programs such as Study Island and Reading Eggs are there to support strengthening strengths in reading, and as intervention resources.
- 5. Progress Monitoring Procedures:** Treasures Reading Program's Benchmark Assessments are given at the beginning, middle and end of the year.

Benchmark Assessments are used by classroom teachers to guide instruction and assist with grouping students to meet their individual needs. In grades 3-5, itemized skill assessments are given on a weekly basis to track student performance. Mock ELA Practice Exams will also be given 3 times per year in grades 3-5 to monitor areas of weakness through skills analysis spreadsheets and progress reports.

6. Data Based Decision Making Procedures for Tier 1: Each student's progress will be monitored and reviewed by Administration, Academic Coaches, and Intervention Specialist in collaboration with classroom teachers. The slope and rate of growth is measured through benchmark testing and daily observations. These benchmarks are used to determine the type of interventions students will receive. Students that score below grade level or are showing specific areas of weakness are closely monitored and observed. During weekly congruence meetings with each grade, members of the RTI team will review the child's overall progress in reading. Based upon their level of progress the intervention team may recommend continued monitoring in Tier 1, or may recommend that the child receive additional reading instruction of Tier 2 to be at risk for not developing grade level skills. These students will be monitored weekly for 6-8 weeks. If improvement is not evident, the recommendation of moving to Tier 2 for additional support may be in the best interest for these students to receive additional interventions.

C. Tier II

1. Tier II Intervention for Reading: Students in Tier II receive 90 minutes of core reading instruction in their classroom, plus an additional 37 ½ minutes daily intervention for 6-8 weeks minimum. Additional AIS support will be conducted throughout the school week 2-3 times a week. Interventions will occur in small groups within or outside their classroom setting with groupings of 3-8 students. The Tier II instructional programs used are:

- *Treasures Tier II Approaching Grade Level Plans

- *Study Island Online Intervention Program

- *Reading Eggs Online Reading Program

2: Who provides Interventions: Interventions are provided by all Pedagogues. Staff personnel will be trained in the intervention resources at school wide professional development, and held accountable for monitoring the success of Tier II students during the extended day allotted time. AIS and members of the RTI team will also collaborate and oversee student progress and data.

3. Who Provides Interventions? For students who are in need of Tier 3 services, full-time, certified special education teachers, AIS providers, paraprofessionals, and classroom teachers trained through professional development in RTI will provide direct instruction for students individually or in groups no larger than 4. Special education teachers and general education teachers who are working with struggling students in homogeneously grouped classes will have access to all intervention programs. The teachers plan and oversee the instruction that is delivered and progress monitoring is collected and analyzed weekly.

4. Reading Intervention Programs:

- *Wilson Reading Program to track decoding through charting in books 1-3 and encoding through dictation within given targeted levels

*Treasures Response to Intervention Tier 3 targeting phonemic awareness, phonics, vocabulary, comprehension and fluency

*Study Island Online Intervention Reading Program

*Words their Way: Blends, diagraphs, segmentation of words

*Reading Eggs online Reading Intervention

*Itemized skills reinforcements from grade level standardized practice tests in grades 3-5, focusing in on strategies to master the four main components of comprehension: Finding Facts, Making Inferences, Identifying themes and the “Main Idea” and learning vocabulary in context.

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

P.S. 132 has developed several strategies to integrate teachers with Reading and RTI. In an effort to provide additional support for our teachers of students with disabilities and struggling students, an RTI Specialist was hired and funded using Tax Levy Fair Student Funding. The RTI team consists of a variety of staff members trained to mediate intervention strategies in grades K-5. This team consists of special education teachers, intervention specialists, academic coaches, AIS personnel, school psychologist, speech pathologist, occupational therapist, and guidance counselor. The RTI team meets on a regular basis whose major functions include planning and developing the schools RTI process as well as for the purpose of evaluating student data, planning interventions, and monitoring student response to intervention. Specified members of the RTI team will meet with each grade team bi-monthly during congruence or professional planning time. At this time student Tier 1 data will be analyzed and observations will be planned to assess student challenges in academics and or behavior to see in a student needs to be moved to Tier 2 small group instruction in the general education setting with differentiated instruction in specified areas of the reading process (Fluency, Phonics, Comprehension). The RTI team will manage data and provide support for instruction.

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

Progress Monitoring Procedures for Tier 1 Students: Monitoring procedures occur in a variety of ways including but not limited to: Treasures Benchmark assessments, Wilson Charting and Dictation, Itemized skill analysis and understanding of reading concepts, running records, daily anecdotes, rate of improvement (ROI) within given assessments to provide rigorous instruction while maintaining the least restrictive environment for students who may be struggling in a specific area.

How Are Parents Informed? Parents are contacted and invited to conferences with classroom teachers, intervention Specialist and members of the SBST to discuss recommendations based on data and progress monitoring.

Treasures Reading Program’s Benchmark Assessments are given at the beginning, middle and end of the year. Benchmark Assessments are used by classroom teachers to guide instruction and assist with grouping students to meet their individual needs. In grades 3-5, itemized skill assessments are given on a weekly basis to track student performance. Mock ELA Practice Exams will also be given 3 times per year in grades 3-5 to monitor areas of weakness through skills analysis spreadsheets and progress reports.

Progress Monitoring Procedures for Tier II Students : Student progress in Tier II is monitored weekly using Treasures assessments and itemized skill assessments in the upper grades. Within 6-8 weeks the students’ progress is monitored to determine if they have made gains in prior assessed areas of weakness, and should be moved back to Tier I. Students that continue to display challenges and are struggling to make benchmark goals can be moved to Tier III if two rounds of Tier II (6-8 weeks) have been provided and rate of improvement is not adequate. Placement can be determined by the collaboration of

Administrators, Data Specialist, Intervention Specialist, Classroom Teachers, Parents and members of the SBST along with the data that supports these decisions.

Data Based Decision Making Procedures for Tier II: If progress monitoring and analysis of individual factors such as poor attendance, language, attention, and memory challenges are taken into account with the evidence based data collected from weekly assessments, the RTI team in collaboration with classroom teachers may recommend that they continue receiving small group Tier II instruction. A student is making adequate progress if his or her performance is at or above the established criteria for either the performance level or the rate of growth. A student is not making adequate progress if their scores fall below the criteria for both the performance AND the rate of growth. The Intervention Team members and Classroom teachers will be responsible for presenting this information to Administration, Parents and members of the SBST for considerations on the need for Tier III Intervention. If after 12 weeks of Tier II instruction, if the student's Rate of Improvement (ROI) is not moving consistently toward grade level standards, the student should advance to Tier 3.**D. Tier III**

At What Point is Referral for Special Education Services Made? As part of the initial referral process for special education evaluation, pre-referral steps must be taken to address student difficulties. It is our goal to not only analyze student data before reaching the conclusion of providing a struggling student with Tier 3 services, but to conduct informal classroom observations in the general education setting to key in on specific behaviors and tendencies prior to being pulled out for more targeted instruction and a therapeutic understanding of each child. When a child demonstrates academic and or behavioral challenges in the classroom the implementation of RTI serves as a framework to support students in need of behavioral intervention, which may be impeding on their academic progress.

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

Universal Screening Procedures: All students in grade K – 5 will take grade appropriate benchmark assessments in the Macmillan/McGraw-Hill Treasures reading program in the beginning of the year, midyear, and end of the year. In grades 3-5, Standardized Practice Exams will be used to assess reading skills when presented with multiple choice questions covering various skills.

Number of Tiers: P.S. 132 will use a 3-tier RTI system.

Students That Enter Late: The RTI team will contact previous school in order to obtain current testing data. Students that do not have benchmarks entering P.S. 132 will receive Tier 1-grade appropriate benchmark assessments by designated members of RTI team. Students who qualify for Special Education services will be placed according to their individual needs.

Contacting Parents: Parents are contacted at the beginning of the year and after each universal screening. Parents will also be contacted before initializing or discontinuing any level of intervention. Finally, any time a referral for Special Education is considered parents will be given a written summary of all tier 1, 2, and 3 interventions and data.

Length of Intervention Sessions:

Tier 1 students will receive 90 minutes of core instruction daily using the Treasures Reading Program Series. In addition, students in grades 3-5 will read monthly books with plans designed by classroom teachers with daily skills that align with common core standards. Students will receive direct, explicit differentiated instruction, including small groups.

Tier II students will receive intervention during 37 ½ minutes daily, and AIS support 2-3 times a week for 1 period at a time. This will take place for a minimum

of 6-8 weeks for progress monitoring.

The Tier 3 pullout classes provide 50 minutes of instruction 5 times a week. Instruction is delivered in small groups of 1-4 students. Activities are tailored to individual needs and abilities. Students are provided the opportunity for instruction 5 days a week. Classroom teachers and RTI team members will have specific roles and responsibilities to effectively carryout instruction and intervention.

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

Grade Level Meetings: Grade level meetings with Administration are held monthly. All teachers in grades K-5 will have common planning periods to allow for curriculum mapping and to share ideas and collaborate on best teaching practices and planning. Members of the RTI team will meet weekly to analyze student work and progress gathered by classroom teachers. Students in tier 2 and tier 3 will receive support from the Intervention Specialist who helps to coordinate small group instruction with other members of the RTI team along with paraprofessionals and classroom teachers. Our goal is to carry out specified instruction in the area of student weakness using progress monitoring.

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 are contacted and invited to conferences with classroom teachers, intervention Specialist and members of the SBST to discuss recommendations based on data and progress monitoring.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA	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 #2

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

Annual Goal #2

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

By June 2014, 100% of teachers will participate in professional development and a formative observation process based upon Danielson's Framework for Effective Teaching.

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.

Throughout the 2012-2013 school year, we were pleased to observe most of our teachers mastered planning and designing coherent instruction using Charlotte Danielson's Framework for Teaching. However, throughout our classroom visitations, we noticed that many of our teachers were lacking in asking higher level thinking questions during instruction. Although some of our teachers were asking critical thinking questions throughout the school day, we would like our teachers to be more mindful of the types of questions they ask to encourage our students to think critically and analytically. We want our teachers' questions to probe in depth student thinking and serve to extend understanding in all of our classrooms. Therefore, this year we will focus on Domain 3: Instruction,

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

The administration will conduct daily walk throughs that will consist of 15- 20 minute instructional snapshots. Feedback will be disseminated to staff members in written form. Snapshot reports will not only include facts regarding the informal observation but also include wonderings that teachers are expected to reflect upon and gather evidence which will further develop their instruction. Teachers will then meet with administrator to discuss plans for improving upon instruction. Members of the administrative team will revisit classrooms after conversations regarding the initial snapshots take place. Teachers and administration will plan next steps as they reflect upon what practices were developed and/or revised. Once practices have been refined, best practices will be shared with grade teams. Teacher performance will be measured using a rubric modeled after Charlotte Danielson's Framework for Teaching, Domain 3: Instruction, Component 3b: Using Questioning & Discussion Techniques and 3d: Using Assessment in Instruction.

Highly effective teachers that arise from these informal snapshots will become in-house professional developers for our school. A professional development calendar will be created based upon the findings of the informal observations. The series of professional development workshops will assist the administration in imparting higher instructional expectations and standards for all staff members. In turn, an improvement in student outcomes will be noted.

In addition, these educators will conduct workshops as part of our Parent University. This will be done in an effort to make parents our partners in raising the bar for our students.

Observational reports and evidence will be gathered throughout the year. Revision of lesson plans will occur in accordance with the findings of the informal snapshots. Lessons will clearly scaffold learning and meet the needs of the diverse learners. Learning activities will infuse the Common Core Standards and will incorporate high level critical thinking skills. At the end of each unit of study, students will be expected to engage in performance tasks that require them to take initiative and make choices and demonstrate knowledge.

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

1. The principal and the assistant principal will conduct the informal observations for each teacher. Every staff member in the school selected option #2 for their Initial Planning Conference. The administration purchased a software program entitled The Administrative Observer. This software enables the administration to provide teachers with brief immediate feedback following each observation.

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

1. After observing a teacher three times, we will analyze their HEDI ratings and determine which areas are still in need of improvement. At that point, we will examine the professional development the teacher has engaged in so far and will provide teachers with additional levels of support within the classroom setting.

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

1. The observation process began the first week in November and will conclude the last week in May.

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

1. For the first time the administration has created a teacher resource center in the school. Teachers have access to computers, smartboard, school wide curriculum maps, I CAN statements for every grade, teacher resources and materials. In addition, this center is utilized for our weekly professional development sessions. The workshops are presented based on the needs of the teachers. In August, teachers were asked to complete a Teacher Professional Growth Survey. Teachers were asked to write their goals for the school year, as well as the areas they believed they needed support in. Based on the teachers' needs, a professional development

calendar was created. Additionally, professional development is aligned to the observation process. Following each informal observation, teachers are asked to partake in either a Learning Opportunity on ARIS Learn or an “in-house” professional development that may consist of intervisitations or classroom coaching provided by the two academic coaches.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

The teachers who are deemed highly effective by the administrative staff, will conduct Parent Universities in the areas that they show mastery in. For example, the administration may highlight a teacher for his/her exceptional use of mathematical manipulatives during instruction. The use of hands-on manipulatives provides a visual representation of the math concept being taught during the lesson. Such a strategy is extremely helpful for parents because many of our students need assistance during homework. Parents can utilize items at home as manipulatives to help their children with mathematical concepts they do not understand. The Parent Universities will be conducted on a monthly basis and will offer parents an enrichment workshop, such as Yoga or craft making, and an educational workshop, like “Using Manipulatives to Better Understand Mathematical Concepts.”

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA		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.

NYSTL Software money was utilized to purchase the Administrative Observer. Both the principal and assistant principal are funded through Tax Levy Fair Student Funding. They are the instructional leaders in the building and they will conduct the walk-throughs and observations throughout the building. The book Framework for Teaching was purchased using OTPS Tax Levy Fair Student Funding money . Last school year, we added a new coach line entitled Common Core State Standards Coach, to our team to help our teachers and students understand the new demands from the city and the state. The CCSS Coach is funded using Title I money and provides teachers with professional development. Following our observations, we assign our coaches teachers to assist in the areas they show weakness. Additionally, our Parent Universities will be funded using Title I Parent Involvement money, grant money and tax levy money.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, 100% of students will complete Common Core aligned units of study resulting in performance based assessments in each core subject area

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.

After a careful review of the student portfolios in June 2013, it was apparent that we needed to raise the quality of student work in all core subject areas. After reviewing the Common Core State Standards and the new State Exams, it was evident that we needed to revise the performance tasks that we were presenting to our students at the end of each unit of study.

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

All teachers will create curriculum maps that align their lessons with the Common Core Standards in the areas of ELA & Mathematics. During common preparation periods, grade teams will match existing lesson plans and learning activities to the common core standards where connections are found. They will identify resources, such as programs, materials, services and individuals to support instructional delivery of the new standards where no connections are found.

This rigorous review of lessons/curriculum will lead to the creation of revised Units of Study in ELA & Mathematics. All lessons included in the Units of Study will include a Unit Outline, the Universal Design for Learning Principals, Instructional Supports, Rubrics, Performance Tasks and Annotated Student Work.

Teachers will submit unit of study lesson plans to the administration. These plans will include exemplary pieces, as well as a rubric specific to the unit of study aligned with the Common Core Standards. This rubric and exemplary pieces will help teachers launch each unit. Teachers will launch each unit of study by presenting each rubric, along with an exemplary student product, to ensure students will understand what is expected of them as readers, writers, and mathematicians before engaging in the process. Throughout the unit, teachers will guide students through conferencing and small strategy groups to assist them in producing a high quality product. Teachers will use important conference notes to help drive instruction. It is expected that teachers understand that their lessons might divert from the plans submitted and new lessons should be infused based upon students' strengths and vulnerabilities. Such rich and thoughtful work will lead to a collection of well-developed lesson plans which will be compiled into rigorous teacher created ELA & mathematics curriculum.

In an effort to raise teacher expectations, during grade meetings teachers and administrators will examine authentic pieces of student work and grade them according to the genre specific rubrics and/or concept specific rubrics. Teachers will score pieces and together discuss their findings. We will use the ATLAS protocols for examining student work. Through this process, teachers will create a standardized practice of measuring student performance in the area of ELA.

Teacher feedback is crucial in improving student outcomes in the area of writing. Teachers will be expected to provide students with constructive feedback that will help them produce on or above grade level writing. Teacher feedback is given during the drafting and revising process. This feedback is discussed with the students during this step of the writing process in an effort to assist the student in improving upon his/her piece of writing. The final feedback will be shared on students' published pieces and will be a clear celebration of how the students implemented the suggestions given during the drafting, revising and editing process.

Students will be held accountable for using teacher feedback when working on publishing a piece of writing.

In addition, an emphasis on the presentation of student published pieces will be refined. Teachers will impart the importance of neatness, proper handwriting and writing mechanics to all students. A sense of pride will be established as student published work is celebrated.

In the area of Reading, students will engage in a thematic book project as a culmination of a unit of study. Students will work on in-depth projects that incorporate the reading comprehension skills that were taught throughout the unit of study, as well as encourage critical thinking skills. Students are required to make self-to-text connections, as well as cite evidence from the text. The performance tasks are aligned with the Common Core Standards and are designed to tap into the students' creativity. Each project contains a content based rubric that will be used to drive instruction, and provide students with feedback that will improve their performance.

All students Pre-Kindergarten – Grade 5 will work toward receiving a level 3 or level 4 on performance tasks in ELA & Mathematics by the Spring.

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

The administration will conduct informal snapshots throughout the school year that will be used to assist teachers in improving upon their craft. In addition, these snapshots are a great way to observe student engagement, as well as student learning. During these snapshots, the administration has the opportunity to review student notebooks, bulletin board displays & student portfolios. The academic coaches will work closely with all teachers as they plan and revise curriculum accordingly.

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

The administration will conduct informal snapshots throughout the school year that will be used to assist teachers in improving upon their craft. In addition, these snapshots are a great way to observe student engagement, as well as student learning. During these snapshots, the administration has the opportunity to review student notebooks, bulletin board displays & student portfolios. Bulletin Board displays enable the administration to see the student products derived from the performance tasks presented in the areas of Reading and Writing. The entire school community understands that every child is held to grade level Common Core Standards, therefore the administration expects all work displayed to be held to high expectations.

Student Portfolios contain the student products derived from the performance tasks presented in Reading and Writing. Writing portfolios will contain drafts that will have teacher feedback. This feedback is an integral component of the writing process, as it enables students to revise their work in order to meet grade level standards. These artifacts will clearly demonstrate the progression and/or refinement of student writing as they engage in the writing process.

Reading portfolios contain student reading logs and reading responses that provide evidence of reading 25 books or more throughout the school year. In addition, Reading performance tasks have been created in the form of book projects and are aligned to the Common Core Standards. Each student will be responsible for completing a performance task at the end of the month. These performance tasks will be scored in alignment with a rigorous rubric. Monthly mock ELA exams and bi-monthly progress reports will be placed in Reading portfolios as well to showcase student progress.

Writer’s Galleries are displayed in every classroom consisting of published student work from September to June. This display enables the entire school community to showcase the progression of each writer.

Literature based book projects are displayed in the classrooms. These projects showcase the students’ ability to respond to literature in a multitude of ways.

All displays and bulletin boards will contain task sheets aligned to the Common Core Standards, as well as standard based rubrics, teacher feedback and scored student products. The work displayed on the hallway bulletin boards will meet or exceed grade level standards.

Assessment Binders contain reading and writing workshop conference notes. These notes will help teachers drive their instruction. In addition, they will also assist in devising new lessons that will be infused into the reading and writing units of study. Assessment binders will contain teacher notes which detail the feedback given to individual students during each unit.

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

Curriculum planning was taking place throughout the summer months of 2013. Students began to engage in revised units of study and performance tasks beginning in September. All students Pre-Kindergarten – Grade 5 will work toward receiving a level 3 or level 4 on performance tasks in ELA & Mathematics by the Spring

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

All teachers will create curriculum maps that align their lessons with the Common Core Standards in the areas of ELA & Mathematics. During common preparation periods, grade teams will match existing lesson plans and learning activities to the common core standards where connections are found. They will identify resources, such as programs, materials, services and individuals to support instructional delivery of the new standards where no connections are found. This rigorous review of lessons/curriculum will lead to the creation of revised Units of Study in ELA & Mathematics. All lessons included in the Units of Study will include a Unit Outline, the Universal Design for Learning Principals, Instructional Supports, Rubrics, Performance Tasks and Annotated Student Work. . In an effort to raise teacher expectations, during grade meetings teachers and administrators will examine authentic pieces of student work and grade them according to the genre specific rubrics and/or concept specific rubrics. Teachers will score pieces and together discuss their findings. We will use the ATLAS protocols for

examining student work. Through this process, teachers will create a standardized practice of measuring student performance in the areas of ELA & Mathematics.

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 have the opportunity to participate in Parent University throughout the school year. Our coaches will conduct workshops on the Common Core State Standards and will show parents exemplary pieces of writing so that they understand what is expected from each grade level.

Budget and Resource Alignment

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

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

Title 1 10% set aside will be used to fund our Achievement Coach.
Title 1 & Title IIA funding will be used to fund our Common Core State Standards Coach.
Title I 1% parental involvement set aside will be utilized to fund the refreshments for the Parent Universities.

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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based 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.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

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 #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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based 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.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

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.

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>Read Well (K-3)</p> <p>Treasures Intervention Kit (K-2)</p> <p>Reading Plus (3-5)</p> <p>Wilson Reading Systems (2-3)</p> <p>Extended Day Program (1-5)</p> <p>Academic After School Program (3-5)</p> <p>Saturday Academy (3-5)</p>	<p><u>Wilson Reading System</u> This AIS service is provided during the school day within the classroom environment. The method of delivery is small group instruction during Literacy Block.</p> <p><u>Read Well</u> – This phonics based program is administered to AIS groups in grades Kindergarten – 3rd. The method of delivery is small group instruction during literacy blocks of time.</p> <p><u>Treasures Intervention Kit – Treasures</u> is a research based, comprehensive Reading Language Arts program for grades K-6 that gives educators the resources they need to help all students succeed. High quality literature coupled with explicit instruction and ample practice ensures that students grow as life-long readers and writers.</p> <p><u>Extended Day Program (1-5)</u> This AIS service is provided during the additional 37 ½ minutes of the school day. The method of delivery is small group instruction within a 10:1 student to teacher ratio. Intense Literacy</p>	<p><u>Wilson Reading System</u> This AIS service is provided during the school day within the classroom environment. The method of delivery is small group instruction during Literacy Block.</p> <p><u>Read Well</u> – This phonics based program is administered to AIS groups in grades Kindergarten – 3rd. The method of delivery is small group instruction during literacy blocks of time.</p> <p><u>Treasures Intervention Kit – Treasures</u> is a research based, comprehensive Reading Language Arts program for grades K-6 that gives educators the resources they need to help all students succeed. High quality literature coupled with explicit instruction and ample practice ensures that students grow as life-long readers and writers.</p> <p><u>Extended Day Program (1-5)</u> This AIS service is provided during the additional 37 ½ minutes of the school day. The method of delivery is small group instruction within a 10:1 student to teacher ratio. Intense Literacy</p>

		<p>instruction takes place during this time.</p> <p><u>Academic After School Program (3-5)</u> This AIS service is provided after school, two times a week, within a small group setting. Students engage in Reading Test Preparation to prepare for the upcoming State Exams.</p> <p><u>Saturday Academy (3-5)</u> This AIS service takes place during 8 Saturdays of the school year. This service is provided within a small group setting. Students engage in Reading Test Preparation to prepare for the State Exams.</p>	<p>instruction takes place during this time.</p> <p><u>Academic After School Program (3-5)</u> This AIS service is provided after school, two times a week, within a small group setting. Students engage in Reading Test Preparation to prepare for the upcoming State Exams.</p> <p><u>Saturday Academy (3-5)</u> This AIS service takes place during 8 Saturdays of the school year. This service is provided within a small group setting. Students engage in Reading Test Preparation to prepare for the State Exams.</p>
<p>Mathematics</p>	<p>Rhymes & Times (1-5)</p> <p>Extended Day Program (K-5)</p> <p>Academic After School Program (3-5)</p> <p>Saturday Academy (3-5)</p>	<p><u>Rhymes & Times</u> This mathematics program uses the skill of rhyming to assist students to remember their addition facts, subtraction facts, multiplication facts & division facts. The method of delivery is small group instruction during Mathematics blocks of time</p> <p><u>Extended Day Program (1-5)</u> This AIS service is provided during the additional 37 ½ minutes of the school day. The method of delivery is small group instruction within a 10:1 student to teacher ratio. Mathematical assistance takes place at this time.</p> <p><u>Academic After School Program (3-5)</u> This AIS service is provided after school, two times a week, within a small group setting. Students engage in Math Workshop to prepare for the State</p>	<p><u>Rhymes & Times</u> This mathematics program uses the skill of rhyming to assist students to remember their addition facts, subtraction facts, multiplication facts & division facts. The method of delivery is small group instruction during Mathematics blocks of time</p> <p><u>Extended Day Program (1-5)</u> This AIS service is provided during the additional 37 ½ minutes of the school day. The method of delivery is small group instruction within a 10:1 student to teacher ratio. Mathematical assistance takes place at this time.</p> <p><u>Academic After School Program (3-5)</u> This AIS service is provided after school, two times a week, within a small group setting. Students engage in Math Workshop to prepare for the State</p>

		Exams. <u>Saturday Academy (3-5)</u> This AIS service takes place during 8 Saturdays of the school year. This service is provided within a small group setting. Students engage in Math Workshop to prepare for the State Exams.	Exams. <u>Saturday Academy (3-5)</u> This AIS service takes place during 8 Saturdays of the school year. This service is provided within a small group setting. Students engage in Math Workshop to prepare for the State Exams.
Science	Harcourt Science	<u>Harcourt Science</u> Through the use of the Harcourt Science NYC program, Science AIS services are provided to students during their lunch period. The method of delivery is small group instruction.	<u>Harcourt Science</u> Through the use of the Harcourt Science NYC program, Science AIS services are provided to students during their lunch period. The method of delivery is small group instruction
Social Studies	NYC Social Studies Program	Through the use of the Social Studies NYC program, AIS services are provided to students during their lunch period. The method of delivery is small group instruction.	Through the use of the Social Studies NYC program, AIS services are provided to students during their lunch period. The method of delivery is small group instruction.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor Group Counseling At-risk Services provided by the School Psychologist	<u>Group Counseling</u> - Students who withhold an IEP for counseling are mandated to meet with the Guidance Counselor. Students who require “At Risk” counseling intervention will meet with the guidance counselor based on their situation and/or need. Students receive this service within the school day. Students are pulled out of the classroom and work in small groups in a Special Services classroom. Group counseling deals with social	Group Counseling is scheduled based on the IEP. At – risk services provided by the school psychologist takes place on an as needed basis.

		<p>issues such as; peer pressure, self esteem, respecting others, bullying, bereavement, divorce and test anxiety.</p> <p>Students who require “At Risk” services will meet with the School Psychologist based on their situation and/or need. Students receive this service within the school day. Students are pulled out of the classroom and work individually with the school psychologist in a Special Services classroom.</p> <p>The School Psychologist works on strategies and coping mechanisms to deal with issues such as anxiety and behavioral concerns regarding the student’s disability.</p>	
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**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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.

As an administration we strive to highlight best practices demonstrated by our staff. Best practices are quite evident as we conduct informal observations, building walk-throughs, and have discussions with grade teams during weekly congruence sessions. As a cabinet, we speak about our findings and match best practices with the goals set forth for our school. A Professional Development calendar is crafted. Grade teams/specific target teachers are invited to attend PD Sessions held during the day at a congruence meeting. After the Professional Development session, teachers reflect on the learning, complete reflection sheets and discuss with their grade team and supervisors how they plan to implement the best practice they observed into their own classrooms.

This school year launched with Professional Development Sessions focusing upon creating a sense of consistency within the school. A Professional Development session held early in the year focused on Classroom Environments. Model classrooms were visited and teachers had the opportunity to take notes and reflect upon their findings. As a result of this PD Session, a sense of consistency is evident amongst our classrooms and our classrooms environments reflect cohesiveness.

In an effort to support new teachers and teachers in need of additional support with classroom management, a PD Session was hosted by a 5th Grade teacher that demonstrates strong classroom management techniques. Teachers that attend this PD Session had the opportunity to observe classroom management techniques that focus upon positive reinforcement and building independence and student character. This PD Session proved to be quite successful, as uniformity in behavior management arose.

A third grade teacher was highlighted for her best practice of infusing learning centers into her classroom. This teacher learned of the value of learning centers during the summer when she attended Confratute. The implementation of centers into her room provided students with the opportunity to complete differentiated independent center work. Teachers of higher exponent classes were invited to this session and created centers in their rooms. The creation of centers allows for teachers to differentiate instruction and focus in on instructing small strategy groups. The fervor for the creation of learning centers has been sparked as other classroom teachers have begun to implement the use of centers as well.

A 5th Grade teacher hosted a Professional Development session that highlighted the use of a homemade Lesson Plan Books and Data Assessment Binders that she and her colleague had created. The creation of this book lead discussions about the importance of consistent methods of data collection grade-wide, as well as school-wide. As this teacher highlighted her work, grade teams began to speak about how they would like to create assessment binders that met the individual needs of their specific grade. Grade teams planned together what data spreadsheets they wanted to include in their assessment binders. Spreadsheets that would aide in the collection of both hard and soft data specific to grade needs were created by grade teams. Alongside the academic coach, lead teachers on each grade worked together to create individual class assessment binders specific to grade set goals.

In the upcoming weeks a Professional Development Sessions will be held to highlight best practices with the Usage of Excel to Create Sophisticated Spreadsheets. In addition, members of our Special Education Department will present PD Sessions on RTI and SESIS.

At P.S. 132, teachers engage in Professional Development both in and out of house. For the past eight years, teachers who have

showed interest in learning more about differentiation during the summer months, attended Confratute at the University of Connecticut. These teachers then turn key their new found knowledge during common preps with their colleagues. Teachers have also participated in Professional Development around the following areas and have presented the content to the appropriate personnel; Title 2B Math Grant, RTI, SESIS & Common Core State Standards. We proudly celebrate teachers and their best practices by selecting teachers to present Professional Development Sessions at congruence meetings. Teachers are selected to present PD based upon the work they do within their classroom settings to support differentiation, their use of data to drive small strategy group instruction and the consistency amongst the classrooms which results in a feeling of school wide cohesiveness.

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).

Highly effective teachers that arise from informal snapshots will become in-house professional developers for our school. A professional development calendar will be created based upon the findings of the informal observations. The series of professional development workshops will assist the administration in imparting higher instructional expectations and standards for all staff members. In turn, an improvement in student outcomes will be noted.

For the first time the administration has created a teacher resource center in the school. Teachers have access to computers, smartboard, school wide curriculum maps, I CAN statements for every grade, teacher resources and materials. In addition, this center is utilized for our weekly professional development sessions. The workshops are presented based on the needs of the teachers. In August, teachers were asked to complete a Teacher Professional Growth Survey. Teachers were asked to write their goals for the school year, as well as the areas they believed they needed support in. Based on the teachers' needs, a professional development calendar was created. Additionally, professional development is aligned to the observation process. Following each informal observation, teachers are asked to partake in either a Learning Opportunity on ARIS Learn or an "in-house" professional development that may consist of intervisitations or classroom coaching provided by the two academic coaches.

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

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

The proper amount of funding is allocated for students in temporary housing using Title 1 funding. Revisions are made to the allocations based on need.

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.).

Our students in Pre-Kindergarten are held to the Common Core State Standards. Pre-Kindergarten teachers are expected to plan curriculum that is aligned to Common Core. Students are expected to know all of their letters and sounds by the end of Pre-Kindergarten. Teachers expose their students to pre-literacy skills, mathematical concept, social studies and science units of study. Such rigorous instruction ensures our students are prepared for the elementary school program.

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.

Every week, classroom teachers meet with the administration to discuss curriculum planning, assessments and student progress. On a monthly basis, teachers and the administration analyze student work and data using the ATLAS protocol. During this session, teachers are asked to examine student work taking notice of any trends, patterns and/or observations they have. Then they discuss what they think the data/student work suggests. Teachers then determine what the implications for classroom practice are. Teachers are empowered to facilitate examining student work sessions, along with the academic coaches' support. Teachers are required to create a plan of action for their next steps in the classroom once they identify students' weaknesses and areas of strength.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities 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;
- host a Parent University based on the needs of the parent body, as well as to keep parents informed about the current NYCDOE & Statewide mandates. Some of the Parent University topics include; homework help, Common Core State Standards, ELA & Mathematics instruction support & preparing for the NYS Exams.
- parents will receive a monthly progress report that will inform parents of their child's raw score and/ or reading level. In addition, the progress report will also include the areas students are showing progress in and the areas of weakness.
- parents are provided with their ARIS link id and password so that they can continue to keep track of their students' achievement scores.
- during parent teacher conferences in the fall, parents in grades 3-5 were given the Acuity website in an effort to have them work their child in the areas of ELA & Mathematics.
- on a monthly basis, each grade sends a curriculum newsletter home informing parents of the current and future units of study. This informative newsletter provides parents with a clear description of the areas of study throughout the month, enabling the parents to support the instruction in the home.

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 14	Borough Brooklyn	School Number 132
School Name The Conselyea Street School		

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 Beth Lubeck	Assistant Principal Stephanie Korotz
Coach Tanya Napoli	Coach Ethel Mogielnicki
ESL Teacher Marilyn Tirado/Dorothy Caldone	Guidance Counselor Beatrice Vazquez
Teacher/Subject Area Haley Parsons	Parent Kristen Zarcoodolas
Teacher/Subject Area type here	Parent Coordinator Yvonne Garguilo
Related Service Provider Nicole Dashman	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	2
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	772	Total number of ELLs	61	ELLs as share of total student population (%)	7.90%
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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 type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE	19	20	10	4	4	4								61
SELECT ONE														0
Total	19	20	10	4	4	4	0	61						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	61	Newcomers (ELLs receiving service 0-3 years)	54	ELL Students with Disabilities	7
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6+ years)	

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	58			3						61
Total	58	0	0	3	0	0	0	0	0	61

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	18	14	8	3	3	1								47
Chinese	1	1												2
Russian			1			1								2
Bengali														0
Urdu														0
Arabic		1		1		1								3
Haitian														0
French		1				1								2
Korean														0
Punjabi														0
Polish					1	1								2
Albanian														0
Other		3	1											4
TOTAL	19	20	10	4	4	5	0	0	0	0	0	0	0	62

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)	19	5	4	2	1	3								34

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	12	5	2	2	2								23
Advanced (A)	0	2	0	1	1									4
Total	19	19	9	5	4	5	0	0	0	0	0	0	0	61

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					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

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

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At P.S. 132, we gather data from a multitude of sources. We utilize the new MOSL Assessments, GROW Reports (NY START), Periodic Assessments, ARIS, State Test Results, ELL Predictives, Student Portfolios, Teacher Observations and Assessments, Parent Surveys and School-wide assessments. Through the use of the above sources, we are able to constantly monitor student growth and achievement. The classroom teachers use comprehension assessments and Math In Focus: The Singapore Approach assessments as valuable tools to know their students' strengths and weaknesses, which, in turn, affects their planning and then instruction. The teachers also use MOSL Assessment results to properly and effectively group students.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our administration, teachers, and support staff have utilized spreadsheets to assist us in gathering, analyzing and publishing our data. On a monthly basis, teachers are required to submit data gathered in Literacy, Mathematics, Science and Social Studies. Binders, in turn, are created, providing color coded spreadsheets derived from the data. This allows the administration, teachers, and support staff to have a clear insight into each student's areas of strengths and weaknesses.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
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?

After an in-depth review of our data, we decided that our formal spreadsheets will be reorganized to include AIS and ELL services. This will enable each classroom teacher to gain an accurate picture of student and program success. This will also aid each AIS Specialist and ELL teacher in maintaining accountable records. This reorganization will keep data collection consistent and cohesive throughout the entire school community. Through the use of technology and software, we will expand our AIS services to better help our at risk students, for example, Special Education, ELL and AIS students. It is our hope that this will provide our struggling students with the additional practice that is needed.
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](#).)
All of our ELL students will receive high quality core instruction and within the framework of RTI they will be universally screened and the data will be analyzed through progress monitoring at the Tier 1 level. Through data analysis and teacher observation, students are eligible to receive Tier 2 instruction as they are provided with small group instruction with interventions as needed.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Any struggling ELL student during instruction is encouraged to start at the beginning level of a task. Once students gain mastery during the beginning level, they are encouraged to move into the intermediate level. This continues until they fulfill their grade level learning goals.
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?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We determine whether our ELL program is successful in a number of ways. Our school analyzes the New York State ELA and Mathematics test scores, and the NYSESLAT test scores. Student work, as well as their proficiency level in the ELL program, are also viewed. If a child has not made any progress, it is evident that additional support is necessary.

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](#).)
P.S. 132's staff identifies English Language Learners by offering the parents a Home Language Survey (HLIS) at the time of registration in order to identify the child's language proficiency. If the child is identified as an eligible candidate for either Bilingual education or English as a Second Language (ESL) instructional services, an informal interview is given to the candidate. Following the informal interview, the candidate is given the Language Battery Assessment (LAB-R). The purpose is to identify the child as an English Language Learner or English Proficient. Our certified ELL Provider conducts the initial screening and administers the LAB-R. An entitlement letter is then provided to parents to inform them about the child's identification. The child is then enrolled in the appropriate program within ten days. Any student who is entitled for ELL services is required to take the NYSESLAT in the Spring of the current school year. The NYSESLAT is administered to ELLs annually to assess their English Language Performance. The data from the NYSESLAT will show if our ELLs are making gains annually in the areas of Speaking, Listening, Reading and Writing. This service will continue until the child becomes proficient.
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.
In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL students and they can visit the classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding of each available program. Parents complete the parent selection form and the school will accommodate the parental choices. Our ELL provider ensures that the parents return the Entitlement letters, Parent Surveys and Program Selection Forms. Our ELL provider is in contact with any parents who have not returned their forms.
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 [\[see tool kit\]](#).)
Parent brochures are disseminated in their native language to enrich the understanding of each available program. Parents complete the parent selection form and the school will accommodate the parental choices. Our ELL provider ensures that the parents return the Entitlement letters, Parent Surveys and Program Selection Forms. Our ELL provider is in contact with any parents who have not returned their forms.
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.
Our certified ELL Provider conducts the initial screening and administers the LAB-R. An entitlement letter is then provided to parents to inform them about the child's identification. The child is then enrolled in the appropriate program within ten days. Any student who is entitled for ELL services is required to take the NYSESLAT in the Spring of the current school year. The NYSESLAT is administered to ELLs annually to assess their English Language Performance. The data from the NYSESLAT will show if our ELLs are making gains annually in the areas of Speaking, Listening, Reading and Writing. This service will continue until the child becomes proficient.
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.
Any student who is entitled for ELL services is required to take the NYSESLAT in the Spring of the current school year. The NYSESLAT is administered to ELLs annually to assess their English Language Performance. The data from the NYSESLAT will show if our ELLs are making gains annually in the areas of Speaking, Listening, Reading and Writing. This service will

continue until the child becomes proficient.

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.  After reviewing the Parent Survey and Program Selection Forms for the past few years, the majority of our parents select the ESL instructional program. Any parent who wishes to have the child enrolled in bilingual services or a dual program, accommodations are made to assist our families in finding placement within the district. Paste response to question here:

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
In the Push-In/Pull Out ESL program we have 60 students, from grades Kindergarten - Fifth. The ELL students range from Beginner to Advanced Proficiency levels. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push In/Pull Out services. The program model is homogeneously grouped according to their proficiency levels.
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 goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL students in the ESL program are fully certified. In order to help students to progress, we provide a push in/pull out program to be implemented during reading instruction. The primary goal for our literacy program is to

assist students in achieving English Language proficiency within three years. Our endeavor is to:

Enrich the literacy and academic skills of ELLs who participate in the program.

Incorporate recognized and researched- based ESL instructional strategies across content subject areas.

Give students the skills to perform at city and state grade levels in all subject areas.

Plan collaboratively between ESL and ELA teachers for each unit.

Our ELA and ELL providers assist the students during classroom instruction. Conferencing, informal assessments, running records and AIS services are done in class as well as during pull out session

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.

In mathematics, in order to ensure our students' academic success, we embrace the following:

Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.

- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to familiarize themselves with mathematical language, such as reading, solving word problems, and using the interactive math word wall.
- Incorporating writing as a component of the mathematics lesson, for example, journals.
- Provide opportunities to execute problem solving strategies, both written and verbally, to justify their answers.
- Ensure the identification and analysis of student strengths and weakness to drive and differentiated instruction.
- Collaboration between content area and ESL teachers to map out specific student needs.
- Encourage Math teachers to participate in professional development opportunities focusing on ELL instructional needs such as Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that the Academic coach works closely with teachers to support rigorous instruction.

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

N/A

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

Using the ELL Periodic Assessments, our upper grade ELL students are evaluated in all four modalities of English acquisition.

Our lower grades, utilize the MOSL ELA Performance Assessments which evaluated all four modalities of English acquisition.

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).

Plan for Newcomers

When a new student is registered in our school, we provide the following resources to facilitate the transition:

*An informal student assessment to identify the student's Academic Intervention Service needs.

* A buddy system pairing the new student with another student in his/her class that will assist during the day with daily lessons and classroom routines.

*Encourage students to participate in the Saturday Program and After School activities.

Plan for SIFE: At the present time, we do not have any SIFE students in our school. However, our plan of action would be to provide the students with academic intervention services in both ELA and Math. In addition, we would provide these students with ELL after school ELA and Math Program

Plan for Long Term ELLs:

Our action plan for long term ELLs is to monitor the progress of students in all content areas and to differentiate instruction for literacy and mathematics. Our long term ELLs are provided with the following:

- AIS services in both Literacy and Mathematics.

- An After School ELA and Math program, targeting reading, writing, and math skills.
- Long term ELLs are encouraged to attend our ELA/Writing and Math Saturday program.

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?

Plan for Special Needs Students:

Our policy for special needs students includes:

- Ensuring that teachers of students with an IEP are familiar with students' particular needs and all services are provided according to the IEP mandates.
- Collaboration between the ESL teacher and members of the School Based Support Team that are familiar with IEP mandates.
- Monitoring newcomers and SIFE students for possible special needs status when necessary.

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?

Our ELL students with special needs are encouraged to attend the following:

- After School ELA/Writing and Math program.
- AIS services in both Literacy and Mathematics.
- ELA/Writing and Math Saturday program.

Courses Taught in Languages Other than English 

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

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

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

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

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

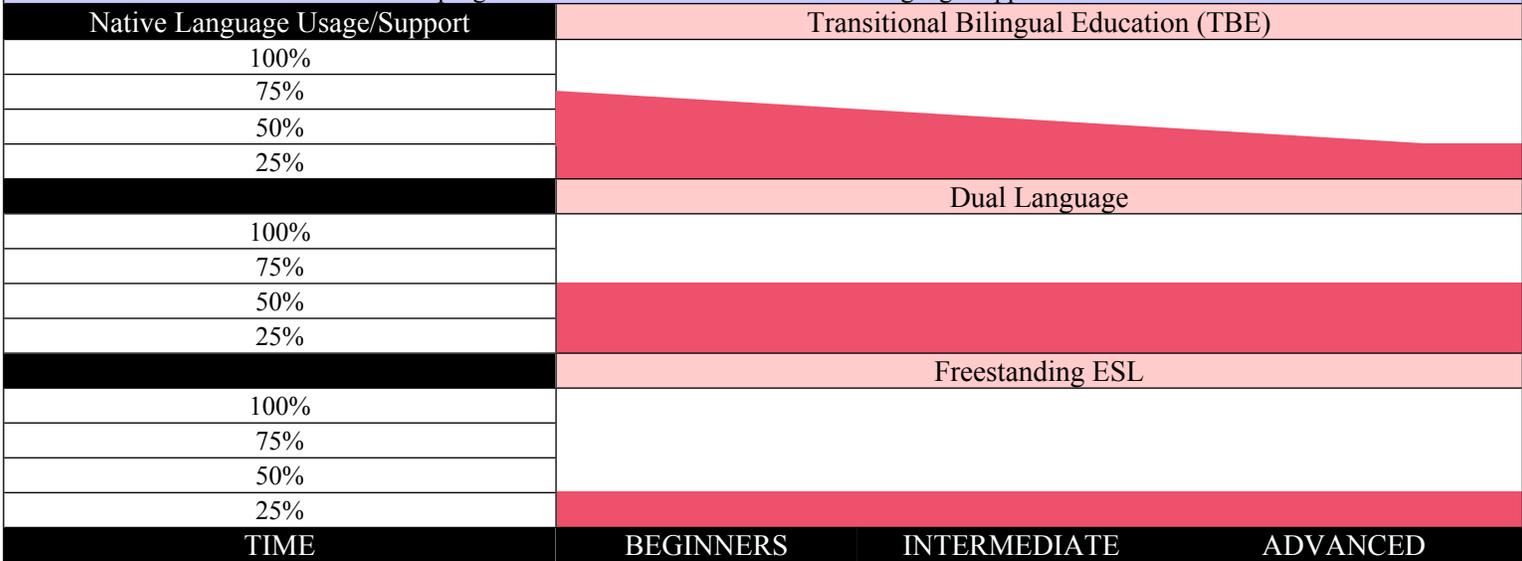
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for newcomers, including increased use of technological activities in the classroom.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs.
- Academic Intervention Services for struggling ELL students and those performing below grade level.
- After School classes to help students on all levels to become familiar with the format of the NYSESLAT.

Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, our plan is to:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.
- Foster collaboration between classroom teachers and ESL teachers to create a stable or strong learning community.
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to be involved in conversations.
- Incorporate all language modalities during the lesson, for example group discussions and journals.
- Ensure that teachers analyze student's data to identify strengths and weakness and utilize the findings to drive differentiated instruction.
- Encourage teachers to participate on professional development opportunities focusing on instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Academic coach works closely with all classroom teachers and ELL teachers to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and glossaries in the classrooms.

Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154

- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiate instruction
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate in professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that the Academic coach works closely with teachers to support rigorous instruction.

Our ESL program is delivered in English. All the services are provided according to the student's grade and proficiency level. ELL students who have reached the proficiency level on the NYSESLAT are given extended time on all State Exams for two years. In the case that the school offers a Reading or Mathematics After School or Saturday program, the former Ells are strongly encouraged to participate.

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

development.

We believe our ELL program is effective because teachers have observed ELL students are more engaged during instruction and feel more confident speaking in front of classmates because their confidence level has increased. In addition, our ELL students are showing improvement on classroom assessments.

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

We are in the process of reviewing new innovative ELL programs aligned with the Common Core State Standards.

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

We are considering discontinuing the Rourke literacy program because it requires technology usage which becomes problematic in many classrooms.

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

Our ELL students are afforded equal access to all school programs. Some examples are; Music, Art, Computers, Performing Arts, interest based clubs, Enrichment, After school programs and Saturday Academy.

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

Most of our classrooms have Smartboards and computer access. Therefore, our ELL students can utilize software programs such as Starfall, Rosetta Stone, Reading Eggs and Study Island to provide them with the additional support they need. Students are encouraged to listen to books on tape to assist with fluency and articulation of letters and words. Leappads are also provided

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

All ELL students have access to the computer programs in their native language during Technology instructions.

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

In the lower grades, we utilize McGraw Hill's Treasures Literacy program. Within this program, there is an ELL support system and resources aligned to the Common Core State Standards. In the upper grades, we utilize graphic organizers during literacy instruction to assist with classroom instruction. The graphic organizers provide a scaffolding approach to the instruction being presented in the classroom.

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.

We provide parents with websites that they can utilize at home before beginning school. In addition, we have found that many of our ELL students start their education in Head Start programs. The ELL teachers begin their support by engaging new ELLs in interactive learning games and/or activities. These games enable students to interact with the ELL instructors and begins to build a trusting relationship between the new ELLs students and their teacher.

18. What language electives are offered to ELLs?

N/A

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)?

N/A

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.

Our ESL teachers attends Professional Development Workshops offered by the Network on a monthly basis. These workshops provide scaffolding techniques to help our ESL teachers with instruction for our ELL students. These methods are then turn-keyed to each teacher on each grade level during a common congruence period. Our ELL teachers attends weekly congruence meetings in our School Based Support Team room in order to plan effectively and know the daily lessons the students are currently learning. Teachers value the importance of constant communication in order to meet the needs of our English Language Learners.

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?

There is a Parent Orientation in September for every grade. At this meeting, the teacher has the opportunity to introduce herself, or himself. Monthly and yearly goals and expectations are discussed as well as classroom rules and school policies.

A parent survey is distributed in the Fall to assess what future workshops parents are interested in attending, for example, how to better assist children when completing their homework. Parent workshops are then conducted based on the needs and interest of the parents. These workshops will be advertised on flyers and community posters as well as on our school website. Translation is available.

Our school holds various parental involvement activities. At Halloween time, a Harvest Festival is held in our cafeteria, gym and courtyard. This activity includes food, games and fun for all. To celebrate Read Across America, our staff, children, parents and community guest readers, all dress in comfortable pajamas and march in a parade. To welcome the Spring, A Kite Festival is held in a local community park where colorful kites are flown with music, food, crafts and fun-filled activities. This year, we have added to our festivities with a school-wide Walk-a-thon.

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: 132**School DBN: 14K132**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Beth Lubeck	Principal		11/15/13
Stephanie Korotz	Assistant Principal		11/15/13
Yvonne Garguilo	Parent Coordinator		11/15/13
Marilyn Tirado/Dorothy Caldane	ESL Teacher		11/15/13
Kristen Zarcadoolas	Parent		11/15/13
Annie Pachucki	Teacher/Subject Area		11/15/13
Haley Parsons	Teacher/Subject Area		11/15/13
Tanya Napoli	Coach		11/15/13
Ethel Mogielnicki	Coach		11/15/13
Beatrice Vazquez	Guidance Counselor		11/15/13
Daisy Concepcion	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: **14K132** School Name: **P.S. 132**

Cluster: **4** Network: **412**

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

Part A: Needs Assessment Findings

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

The Parent Coordinator, along with the ELL teacher conducted a survey to each family identifying the number of families in need of translation. The school will determine if the parent's primary language spoken is not English therefore, requiring language assistance in order to communicate effectively. The school will maintain a current record of all parents' primary languages in ATS and on the student's emergency cards. These parents will receive written translation and oral interpretation in their native language.

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.

The survey showed that 200 families were in need of written translation and oral interpretation in their native language

Part B: Strategies and Activities

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

All written correspondence such as the monthly parent newsletter, parent notices, report cards, etc. will be distributed concurrently in all necessary translations. If the written translation is not provided through the Board of Education, we will use our ELL teacher.

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.

All PTA meetings, parent workshops, Parent Teacher Conferences, etc will be conducted in all necessary translations. Our ESL teacher, Family Worker and Paraprofessional as well as parent volunteers will provide oral interpretation services as needed.

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>.

Prior to student's enrollment, the school will determine if the parent's primary language spoken is not English therefore, requiring language assistance in order to communicate effectively. The school will maintain a current record of all parents' primary languages in ATS and on the student's emergency cards. These parents will receive written translation and oral interpretation in their native language. We will provide written translation of all correspondence and oral interpretation during any school meetings or events.

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: 132	DBN: 14K132
Cluster Leader: Christopher Groll	Network Leader: Ada Orlando
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: 43 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: ESL is provided to 43 students within our K-5 population. Students scoring at beginner and intermediate levels receive 360 minutes of instruction within the context of Reading, Writing and Math Workshops. Advanced students receive 180 minutes of ESL instruction per week. We provide a push in/pull out program which is implemented during Reading and Mathematics instruction. Health & Wellness, Computers, Art, Performing Arts & Enrichment instruction is provided to ELLs in English. On staff we have two certified ESL teachers who provides ESL instruction to our ELL students. Our ESL teacher will offer parent orientations at P.S. 132 in early Fall and in the Spring.

In addition to all of the academic support provided to our ELL population throughout the school day, ELL students are offered the opportunity to attend a rigorous After School Program which runs simultaneously with our Academic Test Preparation Program. The administration strongly believes it is imperative that our ELL teacher provides test preparation support to our upper grade ELL students because they need to meet grade level standards. Our ELL teacher provides additional support, after school hours on Mondays & Wednesday, to prepare our ELL students for the Statewide ELA & Mathematics exam. The program services from 10 to 20 students two days a week for one and a half hours each day for 23 weeks. In addition, a Saturday Academy will be offered to all ELL students for 3 hours a day for 8 weeks prior to the Statewide Assessments. The ELL teacher, and another Bilingual certified teacher, will provide small group instruction in the areas of ELA and Mathematics. Title III funds will be used to purchase supplementary libraries, writing materials, software and resource books.

Part C: Professional Development

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

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

Begin description here: Our ELL teacher will continue to attend monthly Professional Development Workshops offered by the Children's First Network during the school year. These workshops will provide our ELL teacher with techniques to assist our ELL learners. Additionally, our ELL teacher attends professional development provided by our reading program, Treasures, as well as our math program, Math in Focus: A Singapore Approach to Teaching Mathematics. Most of the school day, our ELL teacher pushes in the classrooms to instruct her students, therefore it is imperative that she is fully trained in the ELA and Mathematics programs utilized in the school. Our ELL teacher is also involved in all professional development around the State wide test preparation. My testing coordinator and data specialist turn key all new information regarding the state wide test to the ELL teacher. This ensures her

Part C: Professional Development

instruction is cohesive with the instruction taking place in the classrooms. Title III will also provide direct professional developments for the Title III teachers working in the after-school program and the Saturday program. The assistant principal schedules the professional development workshops for the ELL teacher. The administration, along with the Achievement Coach and Common Core State Standards Coach, will conduct workshops on, Making Connections for the ELLs in ELA in December 2012, Mathematical Strategies for ELLs in January 2013, Bridging the Gap in ELA in February 2013, Bridging the Gap in Mathematics in March 2013. Our ELL teacher will attend grade level meetings as needed. This will allow the classroom teachers the opportunity to share success and concerns with the ELL provider. ELL instructor will provide instructional strategies to assist the classroom teachers better serve their ELL students. P.S. 132 devotes common prep planning sessions to analyze data. Each teacher reviewed their current class' data to help launch instruction based upon every student's individual needs.

Our school continues to be a Schoolwide Enrichment Model, we have purchased numerous Professional Development Opportunities with Creative Press. Through this partnership, teachers can attend workshops presented by Barry Orek, Sally Reiss and Joseph Renzulli. These professional development workshops provide our teachers with innovative ways to continue enriching the lives of our students.

We empower our staff to make suggestions regarding the professional development they would like to participate in. Teachers are afforded the opportunity to attend professional development workshops. We understand the importance of sharing their best practices with their colleagues. We also encourage inter-visitations within our own school environment. These inter-visitations are dedicated to visiting a classroom where a teacher is implementing a best practice with a group of students. We feel sharing these practices are crucial for continued growth and development as educators.

Part D: Parental Engagement Activities

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

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

Begin description here: In an effort to increase parental engagement with our ELL parents, we will conduct a ELL Parent University on a monthly basis to assist in the following areas; homework help, Common Core State Standards, ELA & Mathematics instruction support & preparing for the NYS Exams. The coaches & ELL teacher will conduct the ELL Parent University.

In addition, ELL parents will receive a monthly progress report that will inform parents of their child's raw score and/ or reading level. In addition, the progress report will also include the areas students are showing progress in and the areas of weakness. ELL Parents are also provided with their ARIS link id and password so that they can continue to keep track of their students' achievement scores. During parent teacher conferences in the fall, parents in grades 3-5 were given the Acuity website in an effort to have

Part D: Parental Engagement Activities

them work their child in the areas of ELA & Mathematics.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$3212 for 2 teachers working the ELL After school program \$1204 for 1 teacher working the ELL Saturday Academy Program	2 bilingual teachers will teach the ELL After school program for 23 weeks 1 bilingual teacher will teach the ELL Saturday Academy program for 8 weeks
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	??????	
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$4500 Workbooks for after school and Saturday Academy \$2000 for copy paper	Common Core aligned workbooks in Reading & Math
Educational Software (Object Code 199)		
Travel		
Other	\$284	Refreshments for ELL Parent university
TOTAL		