



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS130
DBN (i.e. 01M001): 25Q130
Principal: MICHELLE CONTRATTI
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Superintendent: DANIELLE DIMANGO
Network Leader: DANIELLE GIUNTA

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
Michelle Contratti	*Principal or Designee	
Jo Ann Sorensen	*UFT Chapter Leader or Designee	
Melani Zaharis	*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	
Monique Jethwani-Keyser	Member/ Parent	
Tonya Perry	Member/ Parent	
Lia Famiglietti	Member/ Parent	
Jennifer Petrucelli	Member/ Parent	
Rose Urquiaga	Member/ Parent	
Amy Cirrincione	Member/ Parent	
Stephanie Feerick	Member/ Teacher	
Frances Gunther	Member/ Teacher	
Nancy Horowitz	Member/ Teacher	
Laurie Careddu	Member/ Assistant Principal	
Eleni Kollis	Member/ Teacher	
	Member/	
	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)
	Title I Plan (Only for schools receiving Title I funding)
	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.

In September 2013, students in grades 1 through 3, will be assessed with Teacher College running records to measure their Independent Reading Levels (IRL). Those that are performing below grade levels (benchmark 1 or 2) or a low level 3 will be targeted. These lowest performing students in reading are approximately the bottom 1/3 in these grades. By June 2014, 55% of these students will demonstrate at least one year's growth in reading levels assessed with Teachers College running records to determine their Independent Reading Levels.

Comprehensive Needs Assessment

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

Reading, a priority area of instruction is essential for improving student performance in all subject areas. In September 2013, 35 % of students in grades 1-3 scored at benchmark levels 1 and 2 or low 3 in reading. They were identified for a CEP goal for the 2013-2014 school-year because the school community recognizes that students must make adequate reading progress in order to be successful and achieve the Common Core Learning and Statewide Standards. The Common Core Learning Standards (CCLS) require a rigorous reading curriculum in order to prepare our students to be college and career ready. All students are required to maintain high academic standards. Therefore, the school community believes that a goal addressing reading growth would be appropriate to target school-wide.

According to September 2013 data entered by classroom teachers into TC Assessment Pro <https://www.rwpassessments.com>, 35% of students (75 out of 212 students) in grades 1-3, scored at proficiency level of 1 or 2 or low 3. The 75 students include English Language Learners (ELLs), economically disadvantaged, general education and Students with Disabilities (SWD). 18% are ELLs, 29% are full-time special education students in Integrated Co-teaching Classes, 61% are general education students and 18% are economically disadvantaged. Some students fall into more than one subgroup.

As part of the CCLS, teachers will work together to engage all students in rigorous tasks embedded in well-crafted instructional units with appropriate supports. In addition, students will complete tasks that ask them to read and analyze informational texts, and write opinions and arguments in response.

One year's growth, as defined for each grade by TCRWP Benchmark Reading Levels and Marking Period Assessments matrix, shows one year's growth from the beginning of September 2013 to June 2014 as the following: first grade is 5 letter levels; for second grade it is 3-4 letter levels; and for third grade it is 3 letter levels. Based on this data, the school community has chosen to target these students to improve IRL's so that 55% of these students can demonstrate at least one year's growth in reading levels.

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

- In September, classroom teachers administer the Teachers College Independent Reading Level (IRL) Running Records as a baseline assessment to all students in grades 1, 2 and 3. These Running Records are used as a Universal Screening Tool that is administered at least 5 times a year.
- Classroom teachers, administration and support staff review and analyze current data together to find the best ways to teach into small groups and target individual needs based on current IRL
- SETSS teacher and RTI teacher review the AIS (Academic Interventions Services) list from the 2012-2013 school year to accumulate data on possible students who would need RTI services in the 2013-2014 school year
- General and Special Education teachers, ESL, SETSS and RTI teachers review running records and IRL's and collaborate to find common goals for individual students and plan for small groups
- Teachers group students for guided reading and strategy lessons in order to differentiate instruction and provide Tier 1 Interventions.
- Benchmark assessments are administered in September, November, January, March and May/June to ascertain progress toward meeting June goals
- Individual teacher/class/grade meet to review data and discuss conference notes, classroom goals and individual goals, modify instruction and small groups as needed
- Common planning on grade level to collaborate on future lessons of study and to plan multiple entry points to meet the needs of all students
- Collaboration with CFN Network Support Specialists in Instructional Practices in order to meet the reading needs of these students
- Weekly meetings with co-teachers to plan differentiated lessons in all components of balanced literacy
- The RTI teacher meets with identified students 3 to 5 times in a week in 9 to 12 week cycles. Progress is measured weekly and flexible grouping enables students to move to Tier 1, remain in Tier 2 or move to Tier 3.
- Implementation of research-based reading programs (Leveled Literacy Intervention, Foundations, and Great Leaps Literacy) during the extended time, 2 sessions per week, to target specific reading goals
- Reading Curriculum, Planning and Instruction are targeted for all students in all classes across the grades
- All classroom and cluster teachers, ESL and SETSS teachers are responsible for implementing the plan
- Reading Workshop to be administered 5 times a week (45 minutes each period) in all grades
- In addition to the Reading Workshop component, read alouds, and shared reading in all curricular areas contribute to academic instruction in reading in order to reach targeted goal
- Professional Development for all teachers with TC staff developers and other research-based reading programs to help students achieve targeted goal
- Data specialist checks that data is in compliance, correctly recorded and available to all staff. Data specialist shares and discusses specific and relevant data with staff
- Professional Development for all teachers in the use of Thinking Maps
- Data to be entered into TC Assessment Pro 5 times across the year allowing for review and utilization of data for instructional purposes
- Collaboration with the full-time RTI teacher and SETSS with classroom teachers, cluster teachers and providers of related services
- Bi-monthly PPT meetings with SBST to discuss students and any difficulties that they may be having that prevent them from meeting reading goals
- Bi-monthly RTI meetings to analyze data and discuss student interventions

- Collaboration with the full-time ESL teacher and teachers of students who are ELLs and/or with IEPs
- Title III after-school program fosters language acquisition through the arts
- Common-Core Aligned Performance Tasks are administered and assessed in each class for the literacy/science unit
- Uses of multiple modalities are utilized for the visual, kinesthetic, tactile and auditory learners
- Speech teacher fosters the use of language to express understanding
- ESL Inquiry Team members collaborate weekly to analyze and discuss data and to create action plans
- Related Service Providers use language to reinforce literacy learning
- Third grade baseline and benchmark assessments for all students on grade
- eBooks and literacy APPs foster reading and comprehension
- Research-based reading from texts and websites foster comprehension, analysis and critical thinking

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

1. Key personnel include: Principal, Assistant Principal, classroom teachers, including the special education teachers in ICT classes, the SETSS and RTI teacher, cluster teachers, service providers and paraprofessionals
2. Resources used to implement strategies include:
 - Teacher College Writing and Writing Project
 - ESL Title III funding for ESL After School Program
 - Fair Student Funding (FSF)
 - Federally mandated funds based upon IDEA are allocated for Special Education students in ICT classes for programs, services and instructional personnel
 - LLI (Leveled Literacy Intervention) is a Fountas & Pinnell research-based intervention system, which is implemented by the RTI Teacher to provide Tier 2 interventions
 - Other interventions that are used include Foundations and Great Leaps, which are both literacy research-based programs

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

- TC running records and grade level benchmarks
- Progress monitoring tools from LLI
- Foundations progress monitoring tool
- Wilson benchmark assessments
- Content area pre and post assessments
- NYC Reading and Writing Performance Tasks
- Great Leaps fluency checks

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

- Students are assessed five times a year to ensure they are meeting grade level benchmarks by using TC Running Records
- NYC Performance Tasks are administered twice a year to students

- NYC ELA Periodic Assessments are administered to grade 3 students twice a year
- The LLI tool is used for progress monitoring once a week
- Wilson and Foundations students are administered assessments once a month

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

- All pedagogues review Teachers College reading and writing curriculum calendar established in the spring 2013 and revise throughout the 2013-2014 school year
- ESL teacher utilizes a push-in and pull-out model of instruction for ELL students
- Teachers receive ongoing professional development on the use of instructional strategies to improve student outcomes and on the use of data to plan differentiate instruction
- ESL, SETSS and RTI teachers participate in network professional development sessions related to building academic language through the content areas and through the lens of the Common Core Learning Standards
- Staff Developers from TC and CFN work with teachers to develop lessons, and analyze data, which help students acquire improved reading and writing skills
- On-going grade and faculty meetings and informal study groups provide opportunities to share successes and challenges
- Analyze and group students based upon assessment results
- Establish short and long-term goals
- As needed, assess lower performing student's skills on letter and sound identification, letter ID and concepts of print through TC Comprehensive Literacy assessments
- Individual teacher/class/grade meetings review data and discuss interim student and group goals
- Horizontal common planning utilized to collaborate on units of study
- Bulletin boards displays reflect current units of study and student work
- Word walls with high frequency words and academic vocabulary with illustrations for better understanding
- Horizontal and vertical teams meet to plan curriculum maps, rubrics, and pre and post assessments in all curricula areas
- Share and discuss with pedagogues results of data; Level 1 and 2 Academic Intervention Services implemented and reviewed
- RTI teacher collaborates with classroom and ESL teacher and SETSS teacher to identify students and implement Tier I
- Review data from 3rd grade ELA Periodic Assessments and analyze data
- Review data from 3rd grade writing prompts and analyze data
- Use of technology to support hands-on, visual and auditory learning
- Lead instructional team members meet to plan for Common Core Aligned tasks
- Level 1 and 2 Academic Intervention Services implemented and reviewed

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).

Opportunities for parental involvement in activities include:

- Meet-the-Teacher Night informs parents/guardians of the year-long curriculum

- Kindergarten orientation for parents/guardians of incoming students
- Reading and Writing Celebrations in the classrooms for parents/guardians
- Reading Buddies in which parents/guardians visit their child's classroom to read to a group of students
- Parents/Guardians participate in Teacher's College Calendar Day entitled *Partners in Literacy*
- ARIS/APL workshops to guide parents/guardians of how to use the online resources that inform them of their child's progress and personal data
- Parent members of the School Leadership Team (SLT) share information, with the parent community. Ideas and development of the CEP are discussed at SLT meetings.
- Parents and guardians attend PTA-sponsored events as well as monthly meetings
- Guidance counselor leads workshops for parents/guardians
- Parent coordinator leads workshops for parents/guardians
- Network instructional staff lead workshops for parents/guardians
- School website engages parents in school activities and curriculum
- Parent Teacher Conferences twice a year; Open school week in November
- Report cards distributed three times a year with reading grades
- Book and website suggestions sent home for family use
- TC letters, which include specific data and strategies for improvement, are generated and sent home to parents/guardians

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy		Title IA		Title IIA	X	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
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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.
<p>By June 2014, our English Language Learners will show growth in the following ways:</p> <ul style="list-style-type: none"> • 50% of students will move up one proficiency level from one year's LAT to the next • 10% of the English Language Learners (ELLs) will achieve proficiency on the Spring 2014 NYSESLAT • 25% of the English Language Learners (ELLs) in grades 1-3 will make progress as evidenced on the Spring 2014 NYSESLAT by achieving growth in their scale score of at least 43 points on the LAT from Spring 2013 • 10% of kindergarten ELLs will become Proficient on the Spring 2014 NYSESLAT • 50% of students in grades 1-3, will make at least one year's growth from September 2013 to June 2014 as evidenced by independent reading levels as measured by Running Records from Teachers College Comprehensive Literacy Assessments

Comprehensive Needs Assessment

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

Upon examining the ELL students' results on the Spring 2013 NYSESLAT and the NYS English Language Arts Assessment 2013, the data shows evidence that these tests were difficult for our English Language Learners. They infused the Common Core Learning Standards and proved to be a challenge for this population.

In addition, the data from NYSESLAT indicates that students are struggling more in reading and writing than in listening and speaking. Students scored higher on the listening and speaking sections. Therefore, teachers need to:

- Strengthen instruction in reading and writing
- Monitor progress of independent reading levels through running records and small group instruction to ensure student growth
- Implement Tier I language interventions by classroom teacher and ESL Teacher
- Implement differentiated instruction to meet the needs of struggling ELL students
- Provide Tier II interventions in literacy by RTI teacher
- Provide AIS services by SETSS teacher

Data indicates:

- 38% ELL students who took the NYSESLAT in 2013, only 5% scored Proficient
- 50% in Grades 1-3, made progress by achieving a higher proficiency level
- 63% of the 38 students in 2013 scored at the Advanced level
- 26% out of the 38 ELLs, were Students with Disabilities

Data from the 2013 NYS Grade 3 ELA Test showed:

- Out of the 18 ELLs, including 9 of which were former ELLs, 17% achieved a proficiency level of 3 or 4
- Of the ELLs in 2013, one-third scored proficiency level 1 and two-thirds proficiency level 2. 33% were Students with Disabilities in ICT classroom settings and 44% were economically disadvantaged
- 66% of the former ELLs achieved Proficiency Level 2
- 34% for former ELLs achieved a level 3 or 4 on the NYS ELA
- 39% of the former ELLs were economically disadvantaged

On the NYS Mathematics Assessment 2013, including both the ELLs and Former ELLs:

- 25% students achieved Proficiency Level 4
- 37.5% scored on level 3
- 37.5% scored on level 2

Last year's CEP goal targeted the lowest 1/5 of readers in grades 1-3 showing growth in IRL from September 2012 to June 2013.

- Of the 15 ELLs in this targeted group, 66% met the goal of improving their reading levels by at least one year's growth

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.

1. Strategies/activities that encompass the needs of identified subgroups

- Close reading of texts in all content areas
- Guided Reading
- Writing off of pictures
- Sentence starters
- Conversational prompts
- Thinking Maps to organize and categorize ideas and information and to foster higher order thinking
- Discussion groups to elicit ideas and encourage speaking
- Student dictation of ideas to teacher who assists in writing
- Multiple entry points for subgroups and individual students as needed
- Illustrated narrative procedures to help students in multi-step processes
- Use of iPads and SMART Boards
- Word Walls with high frequency words and academic vocabulary for units of study
- Personal word banks and picture dictionaries
- Differentiated grouping based upon informal and formal assessments

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

Key personnel include: Principal, Assistant Principal, classroom teachers, including the special education teachers in ICT classes, the SETSS and RTI teacher, cluster teachers, service providers and paraprofessionals

Resources used to implement strategies include:

- Title III funding allocated for after school program
- Fair Student Funding (FSF) allocated for ESL Teacher
- Federally mandated funds based upon IDEA are allocated for Special Education students in ICT classes for programs, services and instructional personnel

- LLI (Leveled Literacy Intervention) is a Fountas & Pinnell research-based intervention system, which is implemented by the RTI Teacher to provide Tier 2 interventions
- Other interventions that are used include Foundations and *Great Leaps*, which are both research-based programs

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

- TC Running Records and grade level benchmarks
- Fountas and Pinnell Progress Monitoring Tools from LLI
- Foundations Progress Monitoring Tool
- Wilson Program Benchmark Assessments
- Content area pre and post assessments
- NYC Performance Tasks
- Informal assessments
- Third Grade NYC Periodic Assessments for ELLs and in content areas ELA and Mathematics
- Go Math! Lesson specific assessments

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

- Students are assessed five times during the school year using running records to ensure that they are meeting grade level benchmarks
- Twice a year students are administered NYC Performance Tasks
- Grade 3 students are administered NYC ELA Periodic Assessments 2 times a year
- Grade 3 ELL students are administered NYC ELL Periodic Assessments 2 times a year
- The LLI tool is used for progress monitoring once a week
- Wilson and Foundations students are administered assessments once a month

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

- ESL teacher utilizes a push-in and pull-out model of instruction for ELL students
- All pedagogues review Teachers College reading and writing curriculum calendars established in the spring 2013 and revise throughout the 2013-2014 school year
- Teachers receive ongoing professional development on the use of instructional strategies to improve student outcomes and on the use of data to plan differentiate instruction
- ESL Teacher participates in network professional development sessions related to building academic language through the content areas and through the lens of the Common Core Learning Standards
- ESL Network Staff Developer collaborate with the ESL teacher and classroom teachers to develop lessons, and analyze data, which helps students acquire improved reading and writing skills
- On-going grade and faculty meetings and informal study groups provide opportunities to share successes and challenges
- Instructional support for transitional ELLs are planned and implemented
- ESL Teacher facilitates the ESL Committee with administration, SETSS and RTI teachers and data specialist
- ESL Teacher turnkeys learning and instructional ideas from ESL, TC and network workshops
- Analyze and group ELL students based upon NYSESLAT results from previous spring
- Establish short term and long term goals

- As needed, assess lower-performing student's skills on letter and sound identification, letter ID and concepts of print through TC Comprehensive Literacy Assessments
- Individual teacher/class/grade meetings to review data and discuss interim student and group goals
- Horizontal common planning utilized to collaborate on units of study
- Classroom and ESL bulletin boards displayed which reflect current units of study and student work
- Classroom and ESL word walls and academic vocabulary word walls
- Sharing with pedagogues the results of ELL data; Tier 1 and 2 Academic Intervention Services implemented and reviewed
- RTI teacher collaborates with classroom, ESL and SETSS teachers to identify students and implement Tier I
- Students attend an after-school Title III program
- Review and analyze data from 3rd grade ELL Periodic Assessments
- Review and analyze data from writing prompts and NYC writing prompts
- Use of technology to support hands-on, visual and auditory learners
- Lead Instructional Team members meet to plan for Common Core-Aligned Tasks
- Tier 1 and 2 Academic Intervention Services implemented, monitored and revised when needed
- Share with pedagogues results of ELL data

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).

Opportunities for parental involvement in activities include:

- Parents meet with ESL teacher and Parent Coordinator for ESL Orientation
- Title III After School Program engages parents/guardians of ELLs
- Meet-the-Teacher Night informs parents/guardians of the year-long curriculum
- Kindergarten orientation for parents/guardians of incoming students
- Reading and Writing Celebrations in the classrooms for parents/guardians
- Reading Buddies in which parents/guardians visit their child's class to read to a group of students
- Parents/Guardians attend Teacher's College Calendar Day entitled Parents as Partners in Literacy
- TC letters, which includes specific data and strategies for improvement, are generated and sent home to parents/guardians
- ARIS/APL workshops to guide parents/guardians of how to use the online resources that informs them of their child's progress
- Parent members of the School Leadership Team (SLT) share information with the parent community
- Parents and guardians attend PTA sponsored events and monthly PTA meetings
- Guidance counselor leads workshops for parents/guardians
- Parent coordinator leads workshops for parents/guardians
- Monthly Newsletters sent home

- School website engages parents in school curriculum
- Parent Teacher Conferences twice a year; Open School Week in November
- Conversations between staff and parents

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, 100% of students will experience rigorous instruction aligned to the Common Core Learning Standards as a result of the implementation of the instructional shifts, most especially, Writing From Sources, in classroom practice.

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 analyzing the results of the 2013 State ELA, we noticed a drop of 30% in students achieving proficiency levels 3 and 4. While we recognize that there is a correlation between this test being the first rigorous Common Core Aligned test and the lower scores, we are using this as a new baseline to inform our goals and instruction.

Students in grades kindergarten through 2nd were given the NYC Performance Assessments in writing in September as a baseline to be used for Measures of Student Learning.

There is a need to model, rehearse, teach and practice informational writing using sources to show evidence of our discoveries and thesis statements. Teaching and learning strategies will help to increase success on the NYS ELA test.

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.

1. Strategies/activities that encompass the needs of identified subgroups

- Pre and Post Writing Assessments to evaluate learning
- Close reading of non-fiction texts with modeling to support writing from sources
- Writing Unit tasks with essential questions aligned to CCLS
- Use of rubrics and self-evaluative checklists to monitor progress by students

- Writing off of pictures, sentence starters, personal word banks, alphabet charts and picture dictionaries to address the needs of students
- Thinking Maps to facilitate and organize high order thinking which is then translated into a writing piece
- Multiple entry points to address the individual needs of all students, for example providing visuals, paper choices, Thinking Maps, sentence starters, anchor charts and check lists
- Use of iPads and Smart boards for teaching and instructional purposes to address different learning styles
- Differentiated grouping based on writing assessments that include ELLs, SWDs, and Economically Disadvantaged Students scoring below standards and students in need of enrichment
- Students complete tasks that ask them to read and analyze informational texts, and write opinions and arguments in response
- Emphasis on writing in all curricula areas using text based evidence- science, social studies, movement, technology, mathematics and the arts
- Use of different modalities for writing such as using technology to create thinking maps, research and take-notes
- Exploration of different genres of writing with students, such as narratives, non-fiction writing, poetry, opinion/argument, and procedural writing in content areas, by using text-based evidence to support their ideas

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

Key personnel include: Principal, Assistant Principal, classroom teachers, including the special education teachers in ICT classes, the SETSS and RTI teacher, cluster teachers, service providers and paraprofessionals

Resources used to implement strategies include:

- Teacher College Writing and Writing Project
- ESL Title III for After School Program
- Fair Student Funding (FSF) funds ESL teacher position
- Federally-mandated funds based upon IDEA are allocated for Special Education students in ICT classes for programs, services and instructional personnel
- LLI (Leveled Literacy Intervention) is a Fountas & Pinnell research-based intervention system, which is implemented by the RTI Teacher to provide Tier 2 interventions

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

- Progress monitoring tools from LLI
- Content area pre and post assessments
- NYC Reading and Writing Performance Tasks
- NYC Performance Tasks

- NYC ELA Periodic Assessments are administered to grade 3 students twice a year

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

- NYC Performance Tasks in writing are administered to students; baseline administered in Fall 2013 and end-of-year assessments administered in May 2014
- Pre and post writing assessments for each unit
- Grade 3 students are administered NYC ELA Periodic Assessments 2 times a year
- Grade 3 ELL students are administered NYC ELL Periodic Assessments 2 times a year
- The LLI writing component as needed throughout the year

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

- Horizontal and Vertical Teams to address writing from sources and align school-wide goals
- Common Planning Time to discuss writing goals related to writing from sources
- All pedagogues review Teachers College reading and writing curriculum calendar established in the spring 2013 and revise throughout the 2013-2014 school year
- Teachers receive ongoing professional development on the use of instructional strategies to improve student outcomes and on the use of data to plan differentiate instruction
- Staff Developers from TC and CFN work with teachers to develop lessons, and analyze data, which help students acquire improved writing skills
- On-going grade and faculty meetings and informal study groups provide opportunities to share successes and challenges
- Analyze and group students based on assessment results
- Establish short and long-term goals
- Individual teacher/class/grade meetings to review data and discuss interim student and group goals
- Horizontal common planning is utilized to collaborate on units of study
- Bulletin boards displays reflect current units of study and student work
- Word walls with high frequency words and academic vocabulary with illustrations to utilize during writing
- Horizontal and vertical teams meet to plan curriculum maps, rubrics, and pre and post assessments in all curricula areas
- Share and discuss with pedagogues results of data; Tier 1 and 2 Academic Intervention Services implemented and reviewed
- RTI teacher collaborates with classroom and ESL teacher and SETSS teacher to identify students and implement Tier I interventions
- Review data from 3rd grade ELA Periodic Assessments and analyze data
- Review data from 3rd grade writing prompts and analyze data
- Use of technology to support hands-on, visual and auditory learning
- Lead instructional team members meet to plan for Common Core Aligned tasks

Strategies to Increase Parental Involvement

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

Opportunities for parental involvement in activities include:

- Meet-the-Teacher Night informs parents/guardians of the yearlong curriculum
- Kindergarten orientation for parents/guardians of incoming students
- Writing Celebrations in the classrooms for parents/guardians
- Parents/Guardians participate in Teacher's College Calendar Day entitled *Partners in Literacy*
- Parents members of the School Leadership Team (SLT) share information, with the parent community. Ideas and development of the CEP are discussed at SLT meetings
- Parents and guardians attend PTA-sponsored events as well as meetings
- Parent coordinator leads workshops for parents/guardians
- Network instructional staff lead workshops for parents/guardians
- School website engages parents in curriculum
- Parent Teacher Conferences twice a year; Open School Week in November
- Report cards distributed three times a year with writing grades
- Published writing pieces are displayed on bulletin boards throughout the building

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy		Title IA		Title IIA	X	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
•											

Goal and Action Plan #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.
3. Strategies/activities that encompass the needs of identified subgroups
1.
4. Key personnel and other resources used to implement each strategy/activity
1.
5. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
6. Timeline for implementation and completion including start and end dates
6.

7. 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.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

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

1.

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

1.

- **Timeline for implementation and completion including start and end dates**

1.

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

6.

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.)
<p>ELA</p>	<p><u>Tier 1 Interventions:</u></p> <ul style="list-style-type: none"> • Guided reading • Shared reading • Strategy groups • Interactive writing • Close Reading • Reteach 1:1 or small group <p><u>Tier 2 Interventions:</u></p> <ul style="list-style-type: none"> • Leveled Literacy Intervention (LLI) • Foundations • Great Leaps (Fluency) 	<p>Tier I interventions:</p> <ul style="list-style-type: none"> • One-to-one • Small group instruction is provided for identified students as needed. <p>Tier II:</p> <ul style="list-style-type: none"> • Small groups • One-to-one <p>Tier III:</p> <ul style="list-style-type: none"> • 1:1 or 1:2 ratio 	<p>Tier I interventions:</p> <ul style="list-style-type: none"> • Throughout the school day • Extended Time two times a week for 55-minute sessions <p>Tier II interventions:</p> <ul style="list-style-type: none"> • During the school day • Extended Time <p>Tier III:</p> <ul style="list-style-type: none"> • During the school day • Extended Time
<p>Mathematics</p>	<ul style="list-style-type: none"> • Interventions from <i>Go Math</i> are utilized. • Tier 2 and Tier 3 strategies from <i>Go Math</i> • Strategy groups • Great Leaps (math fluency) • Problem Solving groups 	<p>Tier I interventions:</p> <ul style="list-style-type: none"> • Small flexible groups • One-to-one <p>Tier II:</p> <ul style="list-style-type: none"> • Small flexible groups • One-to-one <p>Tier III:</p> <ul style="list-style-type: none"> • 1:1 or 1:2 in a teacher/student ratio 	<p>Tier I interventions:</p> <ul style="list-style-type: none"> • Throughout the school day • Extended Time <p>Tier II:</p> <ul style="list-style-type: none"> • School day • Extended Time <p>Tier III:</p> <ul style="list-style-type: none"> • School day • Extended Time

<p>Science</p>	<ul style="list-style-type: none"> • Core curriculum - TC units of study. Reading in the content areas is supported by classroom teachers and science teacher • Guided reading • Close reading • Repeated reading • Interactive writing • Shared writing • Conversation circles • Hands on experiments and note-taking by using a variety of organizers and thinking maps • The RTI teacher provides Tier II content area support with students who are not meeting grade level benchmarks by using Leveled Literacy Intervention 	<ul style="list-style-type: none"> • Small groups. • One-to-one according to student need 	<ul style="list-style-type: none"> • Services are provided throughout the day in all content areas. • Science class • Non-fiction reading during Extended Time
<p>Social Studies</p>	<ul style="list-style-type: none"> • Core curriculum - TC units of study. Reading in the content areas is supported by classroom teachers • Guided reading • Close reading • Repeated reading 	<ul style="list-style-type: none"> • Small groups • One-to-one according to student need 	<ul style="list-style-type: none"> • Services are provided throughout the day in all content areas • Non-fiction reading during Extended Time

	<ul style="list-style-type: none"> • Interactive writing • Shared writing • Conversation circles • Research and note-taking by using a variety of organizers and thinking maps • The RTI teacher provides Tier II content area support with students who are not meeting grade level benchmarks by using Leveled Literacy Intervention 		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Guidance counselor:</p> <ul style="list-style-type: none"> • Provides counseling and meets with small groups and 1:1 counseling • Services mandated and non-mandated (at risk) students • Leads parent workshops throughout the school year • Meets with parents • Contacts outside agencies <p>School psychologists:</p> <ul style="list-style-type: none"> • One day a week, gathers information on identified students from staff and 	<p>Guidance counselor:</p> <ul style="list-style-type: none"> • Meets with small groups and 1:1 counseling during the school day. <p>School psychologists:</p> <ul style="list-style-type: none"> • Meet with parents, teachers and students • Observation in classrooms, clinical interviews <p>Social worker:</p> <ul style="list-style-type: none"> • Pushes into classrooms one day 	<p>Guidance counselor meets with students during the school day.</p> <p>The school psychologists provide services during the school day.</p> <p>The social worker provides services during the school day.</p> <p>The full-time nurse provides services during the school day.</p>

	<p>teachers</p> <ul style="list-style-type: none"> • Observes in classrooms • Gives clinical interviews with parents • Gathers social histories from parents • Administers standardized intelligence scales • Administers PT, OT, language and speech assessments, as needed • Reports are shared with parents and appropriate staff <p>Social worker:</p> <ul style="list-style-type: none"> • Pushes into classrooms to facilitate a positive reinforcement plan for targeted students in small group settings or with individuals <p>Full-time nurse:</p> <ul style="list-style-type: none"> • Works with individual students, whole classrooms, or small groups 	<p>a week during the school day</p> <p>Full-time nurse:</p> <ul style="list-style-type: none"> • Works with individual students, whole classrooms, or small groups. 	
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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).

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.).

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.).

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.

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;

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 25	Borough Queens	School Number 130
School Name P.S. 130		

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 Michelle Contratti	Assistant Principal Laurie Careddu
Coach type here	Coach type here
ESL Teacher Michelle Strent	Guidance Counselor Meryl Schachter
Teacher/Subject Area Frances Gunther/ Technology	Parent type here
Teacher/Subject Area Chrysi Christou/RTI	Parent Coordinator Kelly Pawson
Related Service Provider type here	Other Maureen Moran/SETSS
Network Leader(Only if working with the LAP team) Giuvella Leisengang	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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	349	Total number of ELLs	43	ELLs as share of total student population (%)	12.32%
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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 checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	40	ELL Students with Disabilities	5
SIFE		ELLs receiving service 4-6 years	3	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	40		3	3		2				43
Total	40	0	3	3	0	2	0	0	0	43

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	2	1	2											5
Chinese	11	11	6	1										29
Russian														0
Bengali														0
Urdu	0	1												1
Arabic														0
Haitian														0
French														0
Korean	6	1		1										8
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	19	14	8	2	0	0	0	0	0	0	0	0	0	43

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)	2	1	1	0										4

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)		5	3	0										8
Advanced (A)	17	7	4	3										31
Total	19	13	8	3	0	0	0	0	0	0	0	0	0	43

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	3	6	0	0	9
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		6		2		1		9
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.

Our school wide screening tool, The Teachers College Comprehensive Literacy Assessments, assess independent reading levels, high frequency words, letter/sound recognition and concepts of print of ELLs at P.S. 130. Kindergarten students are entering school as pre-emergent or early emergent readers, which indicate that these students start school with some knowledge of how the English language works. 46% of first, second and third grade ELL students meet or exceed grade-level benchmarks while 54% of ELL students in grades 1, 2 and 3 are performing below grade-level benchmarks. Approximately half of this ELL population is showing growth towards language acquisition. Within the other half of our ELL population, students are receiving RTI, ICT and SETSS. This data indicates that we need to create a goal for our school's instructional plan that focuses on improving the outcomes of language acquisition for our most at-risk ELLs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Spring 2013 NYSESLAT data from last year's 2nd grade students revealed that 100% of those students moved from the Intermediate to Advanced Level on the Spring 2013 NYSESLAT. 70% of last year's 1st grade students moved at least 1 level on the Spring 2013 NYSESLAT. 60% of last year's Kindergarten students scored at an Advanced Level on the Spring 2013 NYSESLAT. 58% of kindergarten students scored on the Advanced level this year on the LAB-R.
The analysis of the 4 Modalities from spring 2013 NYSESLAT shows that students had the most difficulty with Writing and then Reading. They scored the highest on Speaking and the second highest on Listening.
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](#))

Based on Data from the 2013 NYSELAT an ESL Inquiry Group has been formed by key players in the Instruction of ELLs in the school, which include the Administration, ESL Teacher, IEP Teacher, Data Specialist, and RTI Teacher. This group is formulating new research based instructional strategies in the areas of reading/writing and listening/speaking based on the scores of 3rd grade students on the 2013 Spring NYSESLAT. Small groups for 3rd grade students focused on speaking and listening and improving content rich vocabulary have been a focus of the inquiry group in order to improve NYSESLAT scores.

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?

At this time there are no students taking the NYSESLAT in their Native Language, therefore this program does not have to be evaluated. The students in 3rd grade take the ELL Periodic in the fall and spring. Once data is available, 3rd grade teachers have access to the results, which are then shared and discussed with the ESL teacher. The 3rd grade teachers and ESL Teacher formulate a plan of action based on Periodic results in order to improve instruction and ELL students' scores from the FALL Periodic to the Spring Periodic. Test Preparation is also part of the instructional processes which 3rd grade teachers and the ESL Teacher devise to prepare all ELL students. Third graders do not take state test in their native language. Third grade ELL students only take state tests in english.

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](#).)

Classroom teachers administer school-wide screening in reading in order to establish a baseline. After careful analysis of data, students who are not meeting grade-level benchmarks are targeted for Tier 1 interventions. Teachers monitor and document progress in order to determine the effectiveness of teaching and learning. After 9 weeks of Tier 1 interventions, the RTI Team along with the classroom teacher analyze the data to determine if Tier 2 interventions are necessary. At this point, the data serves as a guide to determine which Tier 2 intervention will be beneficial to meet the specific needs of the student. Progress monitoring data is gathered during Tier 2 interventions and analyzed to determine if student is showing growth. Students who demonstrate little to no growth are provided with Tier 3 interventions. Data drives instruction and informs the RTI Team of next steps. This could lead to evaluation or change of intensity of intervention.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers are made aware of the student's level, whether they are beginners, intermediate or advanced. Teachers use differentiated

instruction at these levels to ensure understanding.

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?

Not applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of our programs is based on student learning outcomes. If students are progressing and showing growth, programs being used are working. The RTI process helps us to reflect and determine the success of our core curriculum and research-based programs that are utilized to target skills. TCRWP running records enable us to measure the independent reading growth of students five times a year. These running records are analyzed and the data trends and noticings are used to evaluate our units of study and mini-lessons. Teachers reflect and adjust lessons according to the needs of students. Pre and post assessments are administered in writing and all content areas. This allows the teacher to measure growth and to evaluate and adjust teaching in order to ensure successful outcomes. The ELL periodic assessment is also administered to third grade students. This baseline informs instruction and evaluates if programs that are utilized are working. The NYSESLAT is also another measure used to evaluate the success of our teaching and programs.

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](#).)

English Language Learners (ELLs) at P.S. 130 are identified by Michelle Strent, the full-time ESL teacher, who holds Permanent NYS Certification in TESOL. The first of several steps to identify the ELLs includes administering the Home Language Identification Survey (HLIS) at registration which includes an informal interview of the parents and student in English to determine if he or she is a possible ELL. This interview is conducted either by Michelle Strent, ESL teacher, Michelle Contratti, Principal, Laurie Careddu, Assistant Principal, or Maureen Moran, SETSS teacher. After determining which students need to be tested, Michelle Strent, the ESL teacher administers the LAB-R within 10 days of initial enrollment. Giuvela Leisengang, CFN #207 ELL Network Support Specialist, administers the Spanish LAB for Spanish-speaking students who do not pass the English LAB-R.
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.

Upon identifying the newly-enrolled ELLs, parents are invited to attend an ESL Parent Orientation which takes place within the first two weeks of school. The ESL Teacher and Parent Coordinator facilitate the workshops. All three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) are explained and parents are made aware that they have the option to place their child in the program of their choice. All parents in attendance watch the DOE video in English or in the native languages. Interpreters in Spanish, Chinese and Korean attend the orientation, if needed, to provide additional support for the parents in their native languages. All identified ELLs participate in the ESL instructional program at P.S. 130. We currently do not have a Bilingual or Dual Language Program.
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](#)].)

Once administration of the LAB-R is concluded, the ESL teacher ensures that entitlement and non-entitlement letters are distributed in English and the native languages. Parents in attendance return the Parent Survey and Program Selection Forms (which are offered in English as well as in the native languages) to the ESL teacher, and the parents not in attendance are invited to

a second Parent Orientation where the forms are handed out again. Phone calls are made to parents who do not attend the second orientation to let them know that a Survey and Program Selection Form will be sent home with their child. The ESL teacher then follows up with phone calls and additional notes home to those parents who do not return the surveys in a timely fashion until there is 100% response rate.

All forms are securely stored in a locked file cabinet. All forms are returned, and over the years, parents have chosen P.S. 130 freestanding ESL program.

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.

The ELLs are grouped by grade and language level, and the ESL teacher pushes into classes where there are large numbers of ELLs. Pull-out groups are also created based on grade and language level, with no group being larger than 12 students. The ESL push-in model offers time for the ESL teacher to model vocabulary, sentence structure and language function scaffolds for ELLs during reading and writing workshop.

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.

ELL's that will be tested are identified in September. The ESL teacher notifies classroom teachers and the Test Coordinator. The Test Coordinator creates a schedule of times and locations where the NYSESLAT will be administered by the ESL Teacher.

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. 

Upon reviewing the Parent Survey and Program Selection Forms from the past few years, the overwhelming trend in parental choice is for the Freestanding English as a Second Language program. Therefore, the ESL program offered at P.S. 130 is aligned with parental requests. If parents chose TBE or DL it is explained to them that we do not have the program in the school due to few parental request. We then refer the parent back to their zone school if that school has the program that they prefer or help them locate a different school that provides that type of program. Since we are an application only school, parents that select our school know prior to registration that we only have free standing ESL program. In the last 5 years we have had only two requests for DL programs. Once we explained to the parents that they would have to apply to their zone school, both families have opted to stay at PS 130.

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])?
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)?

Language acquisition strategies are used while still supporting the work being done in Reading and Writing Workshop. Explicit ESL is delivered in English by differentiating instruction, utilizing ESL strategies, aligning instruction to the standards and using strategies to build academic vocabulary, sentence structure and sentence variety. Teachers use Smart Board technology to make content comprehensible in the various areas. In order to plan for alignment of lessons, articulation between the classroom teachers and the ESL will take place at monthly grade conferences as well as during common preparation periods.

See the ELL Program Breakdown on page 2.

The ESL teacher creates heterogeneous pull-out and push-in groups by grade level. The ELLs are grouped by grade and language level, and the ESL teacher pushes into classes where there are large numbers of ELLs. Pull-out groups are also created based on grade and language level, with no group being larger than 12 students.

At P.S. 130, all efforts have been made to assure that the mandated number of instructional minutes is provided according to proficiency levels. Currently, all the Beginning and Intermediate level students are being serviced for 360 minutes per week by the ESL teacher and classroom teachers who have the appropriate ESL licensing. The Advanced level students are being serviced for 180 minutes per week by the ESL teacher.

There are 43 ELL students at P.S. 130, which makes up approximately 12% of the student population and includes 19 students in kindergarten, 13 students in first grade, 8 students in second grade and 3 students in third grade. Of the 43 ELLs, 5 are Special Education in ICT classes. All students receive at least 60 minutes of ELA instruction per day.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content area subjects are delivered by using the workshop model approach. This enables the teacher to differentiate instruction and work with small groups in order to provide multiple entry points to concepts that are sometimes difficult for the ELL to understand. Tier 3 academic vocabulary is introduced and discussed and visuals are provided in order to prepare the student for content area understanding. Students create personal word banks as they encounter unknown words and strategies such as using context clues are utilized. Strategies to “read” pictures from complex texts are taught and videos are shown on SMART boards. Students engage in discussion circles in order to provide opportunities to construct meaning with and from peers. Hands on activities and experiments motivate and allow the ELL student to manipulate “information” in order to construct meaning and draw conclusions. Clear expectations via goals and essential questions at the beginning of the lesson enable the learner to understand what is expected of them and prepares them for the thinking that needs to take place while engaging in activities. Close reading of text, shared reading and read alouds of complex text allow the teacher to ensure understanding through questioning and discussion. All of the tools mentioned above are used in science, social studies and mathematics. In science all students are provided with hands-on materials that go along with the lesson. There is also great picture support and modeling from the teacher. In mathematics manipulatives are used for every lesson along with picture support, modeling from the teacher and small group instruction. Personal vocabulary word banks are provided to support ELL learners in all subject areas. technology also supports students. Smart boards, ipads and viseos are used to support learning.

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

ELLs receiving service for 4-5 years are in the third grade. Some of these students have not met performance standard in reading. The classroom teacher, ESL teacher and RTI teacher will work collaboratively to help raise the students' reading levels. The classroom teacher and the ESL teacher will provide one-on-one conferences during Reader's Workshop to assess the students' reading comprehension, fluency and vocabulary growth. Students will use private word walls to strengthen vocabulary development. ELLs who need speaking and writing interventions will be targeted for the ELL Inquiry Group which will focus on oral language and non-fiction writing. Non-fiction shared reading, shared writing/interactive writing and word work will promote repetition of language/vocabulary, routine and structure.

Instructional strategies include use of thinking maps, rubrics and checklists, used for both instruction and self-assessment, and small group and individual differentiated instruction.

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

Not Applicable

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

These students will use multiple modalities to accommodate more than one learning style when learning. They will use visual aids as well as the use of the listening center activities and listening comprehension activities such as listening to an eBook on a variety of digital devices, listening activities on the computer, Smart Board, and on iPads, or read alouds by the teacher with a specific focus. To address their reading difficulties, students with disabilities will receive direct reading instruction through the Foundations/Wilson program. Great Leaps Literacy will also be used with these ELLs to strengthen automaticity and fluency, three times a week. Students work in guided reading and shared reading groups to receive explicit strategy instruction. Teachers use differentiated feedback methods when evaluating writing. Teachers either write comments to students, conference with them or have

peer-to-peer conferences where students can give each other feedback on their writing. All students are provided with rubrics or checklists that foster self-monitoring in writing.

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).

6a. We currently do not have any students who are considered SIFE. However, if a student comes in with interrupted service of instruction, that student would be assessed on his/her age appropriate grade level in ELA and mathematics. If the data shows that the child is not meeting grade level standards then RTI services will be put in place.

6b. Newcomers of less than 3 years - kindergarten, 1st and 2nd graders.

6c. At this time, PS 130 Q has 1 student in 3rd grade that has received ELL services for 4-6 years. The student receives additional instruction from the Special Education Teacher in an ICT classroom and will receive additional ELA instruction from the IEP teacher in the form of At-Risk SETSS in order to increase instructional time in the area of ELA, with a focus on speaking and listening.

6d. No long term ELLS. PS 130 is an Early Childhood School serving grades Pre-K to 3rd.

6e. Once ELL students test proficient on the NYSESLAT, the classroom teacher is notified and the student is monitored in reading and mathematics to ensure they meet grade-level benchmarks. If the student shows regression in any area, they are provided with Tier I interventions by the classroom teacher. Any student that does not meet grade-level standards is referred for RTI services and is encouraged to stay for extended time sessions.

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

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?

ESL Inquiry Group has been formed by key players in the Instruction of ELLs in the school, which include the Administration, ESL Teacher, IEP Teacher, Data Specialist, and RTI Teacher. This group is formulating research-based instructional strategies in the areas of reading/writing and listening/speaking. Additional ELA instruction is given to students that are both SWD and ELL, with a focus on research-based instructional strategies such as Leveled Literacy Intervention, Foundations, Wilson, and Great Leaps Literacy.

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?

Flexible Scheduling as part of the IEP process is utilized for students with both an SWD and ELL designation in order to provide access to more ELA instructional time for these students. SETSS schedules are coordinated with the ICT teachers and ESL teacher in order to maximize the instructional time for SWD and ELL students. PS 130Q maintains its promise to offer the Least Restrictive Environment for all SWD and ELL students. All ELLs in PS130 are in either an ICT classroom or general education classroom and participate fully in all general education classes and activities.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

Targeted intervention programs for newcomer ELLs as well as ELLs receiving services for 4-5 years in ELA include: the ESL, classroom, and RTI teachers collaborate to plan targeted instruction based on individual identified needs after analysis of assessments. Interventions and programs include mini-inquiries to address fluency, literal and inferential comprehension, vocabulary, writing, and phonemic awareness. Programs such as Great Leaps Literacy and Foundations are used strategically to support students as needed in specific cycles for our newcomers.

Targeted intervention programs for newcomer ELLs and ELLs receiving services for 4-5 years in mathematics include: the ELL Inquiry Group and the ESL teacher collaborate to plan targeted instruction based on students' individual needs identified by assessments and teacher observation. The ELL Inquiry provides push-in services working with small groups thereby reducing the student-teacher ratio. 58 % of ELL students in grades 1-3 participate in the Extended Time program providing small group instruction, 55 minutes two times per week.

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

For ELL-SWDs, a set of interventions is put in place as determined by the Pupil Personnel Team. These interventions would consist of push-in ESL several times per week to create the least restrictive environment, RTI services, ELL Inquiry work, small group instruction, targeted instruction in the content areas, counseling (based on need), conferences with parents, Extended Time programs and a referral for additional services, if necessary.

Some instructional materials already in place to support the learning of ELLs include: Leveled Readers by Houghton Mifflin, Rigby On Our Way to English leveled books, leveled libraries that consist of fiction and non-fiction books, a wide array of literature, eBooks on various digital devices, bilingual books in Spanish, Chinese and Korean, and Words Their Way with English Learners: Word Study for Phonics, Vocabulary and Spelling Instruction by Donald Bear.

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

Based on data from the most recent 2013 Spring NYSESLAT, the Administration and ESL teacher have formulated an ESL Inquiry Group, to facilitate explicit direct instruction to ELL students, which also includes the Data Specialist, RTI Teacher, and IEP Teacher. Through this group the team hopes to formulate strategies for instruction that will directly improve ELL students' reading/writing and speaking/listening abilities that are directly correlated to the NYSESLAT. Data from TC running records, NYC Performance Tasks, pre-assessments and post assessments in all content areas provide classroom and the ESL teachers with data. In grade three teachers also use data from NYC Periodic Assessments in ELA and Math. All teachers are aware of the needs of the ELL students in their class.

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

P.S. 130 believes in a Balanced Approach to Literacy and works in collaboration with Teachers College. This year the ESL teacher will work on building academic language through robust non-fiction read alouds and Close Reading of Text - breaking down complex texts in the content areas.

The ESL Inquiry Group of Staff has explored the Flushing Council of the Arts (MAGIC BOX, a program designed to improve language development for ELL students). This program will be a supplemental program offered to ELL students after school, 1 time per week to facilitate language development. This program is funded by Title III.

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

We do not plan to discontinue any programs/services for ELLs.

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

ELL students are heterogeneously grouped in classes. If an ELL student is struggling academically, they will receive Tier I services by the classroom teacher. If there is little or no improvement in academics, ELL students are recommended for RTI services and are given TIER II interventions outside the classroom. All grade 3 students are invited to be part of the school's test prep program for ELA and Math.

ELLs have equal access to all school programs and services provided by P.S. 130. For example, all students, including ELLs,

participate in the ARTS program through the Queens Council for Arts Education, a program designed to enrich language through the performing arts.

All ELL students are invited to be part of the Title III afterschool program, which is structured around literacy, speaking and listening skills.

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

We also support ELLs through the use of technology. We have a full-time technology teacher. The school has a computer lab with 30 desktop computers to be shared with all students and a SMART Board. Additionally, all classrooms are equipped with computers and laptops, document cameras and iPads, where students have access to software programs such as: Kidspiration, Microsoft Word, and Appleworks to create documents, reports, thinking maps and slideshows based on Internet research and classroom curriculum. Furthermore, students access websites for instructional support such as Starfall, World Book Online and Scholastic e-books.

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

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

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

The ELL Inquiry Group carefully select texts (books, charts, CD's etc) that are age-appropriate and address rich content information that is applicable to the social studies and science curriculum in each grade level - K through 3.

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.

ELL Students who will be newly enrolled in September, and their parents, participate in an annual Open House in January the year before they start at P.S. 130. Families of prospective students are introduced to the principal of the school, teachers from each grade, cluster teachers as well as the ESL teacher, the guidance counselor, the parent coordinator and parents from the PTA. They have the opportunity to ask questions and learn about all the different programs in the school. When families register their children, they fill out a Home Language Identification Survey and have a brief interview with a school pedagogue. Parents and newly enrolled students come back in May for an orientation. Families can tour the school and have conversations with the principal, assistant principal, the ESL teacher and the parent coordinator. Children visit a kindergarten classroom and participate in various activities. Correspondence throughout the summer between the school and the families include a welcome letter and a student supply list in preparation for the first month of school.

P.S. 130 does not enroll any students mid-year because we are an application school.

18. What language electives are offered to ELLs?

Not Applicable

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)?

Not Applicable

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.

1. All personnel at the school who work with ELLs, which includes classroom and special education teachers, RTI teacher, SETSS teacher, cluster teachers, paraprofessionals, the speech therapist, the guidance counselor, and the parent coordinator, receive intensive professional development throughout the school year in order to adapt the Balanced Literacy curriculum with ESL strategies.

Professional Development activities include:

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

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

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

In the spring of 2013, classroom and cluster teachers attended, in-house, 4 half days of SMART Board training to learn ways to use the interactive whiteboards to support visual, auditory and hands-on approaches to learning for ELL students. In addition, teachers have attended a Saturday conference on SMART Boards.

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

ELL training includes monthly meetings with CFN NSS, ELL Workshops at Teacher's College, monthly horizontal grade meetings, monthly vertical team meetings, ELL Inquiry Group meetings and common planning with colleagues on a weekly basis.

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

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

Parents/Guardians of our 3rd grade students are given the opportunity to attend 2 workshops about transition and moving on to 4th grade.

"Moving On" – Workshop explores what to expect, the role of the parent during the transition process, school options, Office of Student Enrollment (OSE) and PERS.

"After the Test" - Workshop covers ARIS Parent Link assistance, (password reset and student ID numbers), NYCDOE Promotion Policy, and personalized contact information at the child's new school. We do not offer any other support for ELL's as they transition to middle school because the ELLs leave PS 130 in grade 3.

4. All teachers will participate in the minimum 7.5 hours of ELL training, as per Jose P. Training. When new teachers come to the school, they will be provided with the minimum 7.5 hours of ELL training through the professional development opportunities. Our network support specialist and ESL teacher, along with our TC staff developer provide workshops that give all teachers strategies to use with our ESL learners. Some activities include guided reading, vocabulary acquisition and opportunities for conversation and writing prompts. Agendas, sign in sheets and certificates are collected after training and filed in the A. P.'s office. Training hours are tracked to ensure compliance.

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?
 1. At P.S. 130 all parents, including our ELL parents, are invited to be involved in school activities including Breakfast with the Principal, ESL Parent Orientations in the fall, NYSESLAT informational meetings in the spring, Family Reading Buddies, PTA meetings and many other parent workshops. The ESL teacher works together with the Parent Coordinator to ensure that parents of ELLs are informed about meetings and workshops by distributing translated letters, as well as placing a translation stamp on all letters and forms that go home to parents. A budget plan was put in place for Translation and Interpretation Services which includes school personnel as well as contractual services in order to further support the parents of our school community. Furthermore, P.S. 130 has been able to provide interpreters for parents in Korean, Chinese and Spanish who are available when needed at our Open House, the Orientation for newly enrolled students, Parent Teacher Conferences, and the ESL Parent Orientation. Currently, we are partnering with Center for Arts Education, Flushing Council of the Arts (Magic Box arts program) and Teachers College. All parents, including ELL parents are invited to participate in various topic-specific Family Days. Our school website which includes translations in over 50 languages makes it possible for parents to read information, school events, review curriculum, and communicate via emails in their native language.
 2.

Due to limited budget restrictions, PS130 has only been able to implement an afterschool ESL Program 1 day per week through an outside ESL Program with a limited amount of Title III money.
 3.

The needs of parents are evaluated based on the results from the Learning Environment Surveys, as well as in-house surveys (translated copies are provided). Parents are also encouraged to communicate their needs through informal emails or phone calls to the Principal, Parent Coordinator, ESL and classroom teachers. Our parental involvement activities address the needs of the parents based on the results of the surveys. For example, many parents requested strengthening communication from the school. Another request was to receive more timely information about their child's progress in kindergarten so a kindergarten progress report was created. As always, translators are present at meetings and Parent-Teacher Conferences in order to encourage the ELL parents to attend.
 4.

Using data as our tool, our parental involvement activities directly address the needs of our parents. For example as stated above, through surveys, our parents have voiced a need for continuous and on-going communication, in writing, about their child's progress. Therefore, to meet that need, the kindergarten team, the ESL teacher and administration created a Kindergarten Progress Report that will be used to provide information at, and between, reporting periods. In addition, the ESL teacher utilizes a language acquisition progress report to communicate with parents about their child's progress in the ESL program. In order to monitor and revise our services as needed, ESL parents attend regular meetings with the ESL Teacher and Parent Coordinator. As new needs are recognized, our plan of support changes to address those needs.

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.

Part VI: LAP Assurances

School Name: _____**School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michelle Contratti	Principal		12/2/13
Laurie Careddu	Assistant Principal		12/2/13
Kelly Pawson	Parent Coordinator		12/2/13
Michelle Strent	ESL Teacher		12/2/13
	Parent		1/1/01
Chrysi Christou/RTI	Teacher/Subject Area		12/2/13
Maureen Moran/SETSS	Teacher/Subject Area		12/2/13
	Coach		1/1/01
	Coach		1/1/01
Meryl Schachter	Guidance Counselor		12/2/13
Danielle Giunta	Network Leader		12/2/13
Frances Gunther/Technology	Other <u>Teacher/Subject Area</u>		12/2/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 2 Network: 207

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

Part A: Needs Assessment Findings

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.

Our assessment was conducted through surveys from teachers and the Parent Coordinator, such as the DOE Adult Preferred Language Survey, requests from parents, the Home Language Identification Surveys (HLIS), the ATS RHLA and RAPL reports and the OTELE codes, Parent Workshops, Parent/Teacher Conferences, Kindergarten Orientation, ELL Parent Orientations, and PTA meetings.

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

Upon examining the information gathered, P.S. 130 has found that the main non-English languages spoken by the families are: Chinese, including the Mandarin dialect, Korean, and Spanish. The school community was informed that interpreters would be available to assist them at the P.S. 130 Open House, Orientation, Parent Workshops, ESL Workshops, and Parent-Teacher Conferences (for the 2013-2014 school year).

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.

P.S. 130 continues to provide written translation services in Chinese, including the Mandarin dialect, Korean, and Spanish. The written translations will include: PTA meeting notices, Open House School invitations, special event/activity announcements, important school notices and any of the future DOE notifications we receive. The translations that will be made available will help the parents become more involved in their children's education, as well as enabling them to understand the school system and its curriculum. These written translation services will be provided by both the DOE's Translation and Interpretation Unit, school staff and parent volunteers. We will continue to use the translation stamp when necessary. P.S. 130's website at <http://www.ps130q.org> translates school and NYCDOE information into over 70 languages.

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

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

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

Through the ESL program, within 30 days of the start of school, the primary home language is determined through surveys and LAB-R is administered to determine eligibility of ESL services for those students whose home language is other than English. At a parent orientation, the ESL teacher and parent coordinator will inform families/parents of different types of ESL programs and translation and interpretation services available. Those families that speak other than English in the home (primary home language) are identified for translation and interpretation services. P.S. 130 will utilize the DOE's Translation and Interpretation Unit, when time allows, to notify identified families through school written correspondence. Parent volunteers and school staff will participate in meeting these requirements. All parents will be notified on a parents' bulletin board in their home language regarding language assistance services and other school and regional events and activities. On emergency blue cards for students, the primary home language will be indicated if not English. Parents may rely on another adult or relative (18 years or older) of their choosing to assist in language and interpretation. Parents will be notified of all DOE documents that are posted online on

the NYCDOE website in different languages. This includes the Chancellor's Regulations, transportation, discipline codes and lunch forms, etc.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

Part C: Professional Development

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

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

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

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

Part C: Professional Development

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

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

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

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

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

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

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

Part D: Parental Engagement Activities

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

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

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

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

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

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

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

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

Part D: Parental Engagement Activities

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

Part E: Budget

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

Allocation Amount: \$1120

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$4066.90	35 hours of per session for 2 teachers to facilitate sessions at \$50.19 with fringe; 20 hours of per session for 1 supervisor at \$52.52
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$7000.00	Making Books Sing, A Musical Theatre Residency
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$133.10	Purchase of trade books for each mini-unit
Educational Software (Object Code 199)	NA	NA
Travel	NA	NA
Other		
TOTAL	\$11,200.00	\$11,200.00