



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 130
DBN (i.e. 01M001): 08X130
Principal: LOURDES VELAZQUEZ-PEAY
Principal Email: LVELAZQ@SCHOOLS.NYC.GOV
Superintendent: TIMOTHY BEHR
Network Leader: PETRINA PALAZZO

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
Lourdes Velazquez-Peay	*Principal or Designee	
David Levin	*UFT Chapter Leader or Designee	
Maritza Morales	*PA/PTA President or Designated Co-President	
Mabel Blandino	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Adam Castillo	CBO Representative, if applicable	
Desiree Vazquez	Member/ X	
Mindy Cecchetelli	Member/ X	
Juliet McBride	Member/ X	
Teresa Gilmore	Member/ X	
Elaine Klimowich	Member/ X	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

By June 2014, the Math unadjusted growth percentile of fourth and fifth grade students' on the 2014 New York State Math Assessment will increase from 44.2% to 49.2%.

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.

With the change in the NYS Mathematics assessment, less than 15% of our students in grades 3-5 are performing at or above grade level.

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

- Implementing many of the components of the Go Math program and following its prescribed pacing (provide appropriate scaffolds and differentiation to meet the needs of all subgroups)
- Administer, score and analyze Go Math assessments (formative assessments, chapter tests and performance tasks)
- The Math Coach will provide ongoing assessment data feedback to all teachers, meet to discuss instructional next steps and assist with possible differentiated strategies.
- Teams will develop expertise in the analysis of student work using the S.N.A.P. Protocol.
- Develop an understanding of the CCLS, Universal Design (UDL) and instructional shifts in mathematics
- Utilize a school created data tracker to analyze data and diagnose student needs
- Analyze interim assessment data to monitor progress
- Fund 1 Math Coach for the 2013-2014 school year. The coach will support teachers with the analysis of data, the planning and modeling of differentiated instruction and provide differentiated intervention strategies

- Teacher teams will collaboratively review and revise curriculum and program assessments to ensure academic rigor, scaffolds, and differentiation
- Targeted intervention during the extended day
- Teacher teams will conduct learning walks during math periods to identify best practices and impact of interventions
- Morning and afterschool targeted small group instruction
- Schedule common planning time for teacher teams to focus on a target group of students
- Teachers will conduct frequent on-going formative assessments in a variety of ways to establish interim goals
- Provide professional development in the content area (using the CCLS as our guide)

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

1. Math Coach
2. Classroom teachers
3. City Year, in coordination with the classroom teacher, will assist in the implementation of targeted instructional strategies/activities to achieve our goal. They will serve in classrooms for up to three hours per day, providing whole class and/or targeted student support (1:1 and small group).
4. Go Math Program
5. Go Math Professional Development (ongoing throughout the school year)
6. CCLS Math Professional Development (ongoing throughout the school year)
7. Network 606 Math Professional Development
8. Morning and afterschool per session for small group instruction
9. P.S. 130 Lunch and Learn opportunities (based on teacher goals/needs)

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

In order to evaluate the progress, effectiveness, and impact of each strategy/activity the students will complete:

- a prerequisite assessment at the beginning of the school year to determine instructional gaps
- a (Go Math mid-year assessment and end of year assessment)
- chapter tests to monitor progress in mastering CCLS math standards throughout the school year.
- interim performance tasks to demonstrate higher order thinking and application of math skills and concepts
- 2 NYS Math simulations

Teacher Teams will conduct learning walks using the Teaching Framework as a tool for identifying best practices and impact of interventions/strategies/activities.

To determine which interventions are necessary, all math data will be analyzed by teachers, teacher teams, administrators, or Math Coach. In addition, feedback sheets will be maintained to document the monitoring of progress and evaluating the impact of the interventions provided.

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

1. The Go Math Program will be implemented during the entire school year from September 2013 – June 2014.
2. Assessments will be administered throughout the school year as chapters are completed.
3. Math Simulations will administer in November 2013 and March 2014.
4. CCLS aligned Performance Tasks will be administered at the end of each Go Math Chapter (averaging 10-12 for the school year).

5. Ongoing Math Professional Development will be provided.-

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

1. Teachers and staff members will utilize components of the GoMath program for a variety of student needs. For example, the Strategic Intervention Resources will be used to bridge gaps for students who did not demonstrate achievement in those standards. Teachers will use tiered intervention resources during daily lessons to ensure that the needs of all students are met in Math (Tier 1-3 Interventions, Reteach Resources, Enriching Resources, MegaMath, and Soar to Success).
2. Before-school and afterschool small group instruction.
3. In addition, teacher teams will meet during common planning time to norm scoring using student work and anchor papers (S.N.A.P. Protocol), review/revise curriculum, lesson plan, analyze data, identify interventions for targeted population of students.
4. Extended Day small group instruction

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).

- **PS 130** will take the following actions to involve parents in the joint development of its school Parental Involvement Plan under **Section 1112 of the ESEA: Home and School Connection:**
 - Communication will be facilitated through the use of newsletters, monthly calendars, Professional Development for Parents, Parent-Teachers conferences, Parent Associations meetings, School Leadership Team Title I Parent Representative, parent's information board and via the Parent Coordinator. Communication shall be in both English and Spanish.
- **PS 130** will take the following actions to involve parents in the process of school review and improvement under **Section 1116 of the ESEA:**
 - Communication will be facilitated through the use of newsletters, monthly calendars, Professional Development for Parents, Parent-Teachers conferences, Parent Association meetings, Parent Coordinator, School Leadership Team Title I Parent Representative, parent's information board. Communication shall be in both English and Spanish
- **PS 130** will provide the necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance
 - Coordination, technical assistance, and other support shall be facilitated via Parent Association meetings, School Leadership Team Title I Parent Representative, parent's information board, newsletters, Professional Development for Parents, monthly calendar, and the Parent Coordinator. Communication shall be in both English and Spanish.
- **PS 130** will coordinate and integrate Title I Parental Involvement strategies under the following other programs:
 - Pre-Kindergarten Program, Learning Leaders, SITE, Cornell university, Family Resource Center, La Casa de Salud, Affinity Plan, Cool Culture, Mighty Milers
 - Activities to include: Pre-Kindergarten graduation, LEAP Violence Prevention Program, Academic Intervention Services, Before/After School Academic Programs, Parent Involvement Translation/Interpretation Services,

- **PS 130** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this Parental Involvement Policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
 - The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - Evaluation shall be conducted using parent surveys, communication through the Parent Association, SLT Title I Parent Representative, and the Parent Coordinator
 - Persons responsible for conducting said evaluations shall be the above named representatives
 - Parent roles for these evaluations shall be to formulate surveys, communicate, coordinate and collaborate with their representatives
 - Provide translators -- Family Assistant, Parent Coordinator, as liaisons to the parent constituency
- **PS 130** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
 - the Common Core Learning Standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - Thursday Parenting Club
- **P. S. 130** shall provide materials and training to help parents work with their children to improve their children's academic achievement, literacy training and using technology, as appropriate, to foster parental involvement. This shall be accomplished through:
 - Parent Math and Literacy Nights
 - Parent Professional Development sessions
 - Weekly/Monthly parent workshops
 - NYSABE – New York State Association for Bilingual Parents
- **P. S. 130** shall, with the assistance of its parents, educate its teachers, Pupil Services Personnel, Principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Parents as Partners workshops
- **P. S. 130** shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the Parents as Teachers Program, Pre-Kindergarten Program and Director of Family Engagement, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Weekly/Monthly Parents as Partners workshops/training
- **P. S. 130** shall take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - Communication will be facilitated through the use of newsletters, monthly calendars, Professional Development for Parents, Parent-Teachers conferences, Parent Association meetings, Parent Coordinator, School Leadership Team meetings, parent's information board. Communication shall be in both English and Spanish
 - Distribution of Events fliers
- **P. S. 130** shall involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training: NYSABE
- **P. S. 130** shall provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- **P. S. 130** shall pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- **P. S. 130** shall train parents to enhance the involvement of other parents through collaboration/coordination with Family Partnership Specialist, Parent Coordinator and Parent Association President
- **P. S. 130** shall strive to maximize parental involvement and participation in their children's education by:
 - Arrange school meetings at a variety of times
 - Adopt and implement model approaches to improving parental involvement
 - Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities
 - Provide other reasonable support for parental involvement activities under section 1118 as parents may request
 - Provide weekly/monthly training for parents in reading and math

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	X	Title IIA	X	Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										
The use and coordination of varied funds to meet the intent and purpose of Federal, State and Local services and programs (i.e. STH, violence prevention, etc.) is thoughtfully implemented in accordance with the School Allocation Memo (SAM) for each specific service and program. In addition, the Network budget liaison and specialists work with our school leaders to ensure that all students are properly and regularly serviced to ensure that they can fully participate in the school community and have the resources necessary to ensure their success.										

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, the average student proficiency in ELA as measured by the 2014 New York State English Language Arts Assessment will increase

by 5%.

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.

With the change in the NYS Mathematics assessment, less than 15% of our students in grades 3-5 are performing at or above grade level.

With the change in the NYS ELA assessment, less than 10% of our students in grades 3-5 are reading at or above grade level.

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

- Implement Ready Gen Literacy Program
- Read Your Heart Out! Book Challenge
- Administer performance based assessments at the end of each module

in addition to the end of unit assessments (provide appropriate scaffolds and differentiation to meet the needs of all subgroups)

- The Literacy Coach will provide ongoing assessment data feedback to

all teachers, meet to discuss instructional next steps and assist with possible differentiated strategies.

- Teams will develop expertise in the analysis of student work using the

S.N.A.P. Protocol.

- Develop an understanding of the CCLS, Universal Design (UDL) and

instructional shifts in Literacy

- Utilize a school created data tracker to analyze data and diagnose student

needs

- Analyze interim assessment data to monitor progress (Fountas and Pinnell administered 3 times during the year).

- Fund 1 Literacy Coach for the 2013-2014 school year. The coach will

support teachers with the analysis of data, the planning and modeling of differentiated instruction and provide differentiated intervention strategies

- Teacher teams will collaboratively review and revise curriculum and program assessments to ensure academic rigor, scaffolds, and differentiation

- Targeted intervention during the extended day

- Schedule common planning time for teacher teams to focus on a target

group of students

- Teachers will conduct frequent on-going formative assessments in a variety of ways to establish interim goals

- Provide professional development in the content area

- Targeted push-in from Literacy Coach

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

1. Literacy Coach

2. Ready Gen Literacy Program

3. Literacy consultant

4. City Year, in coordination with the classroom teacher, will assist in

the implementation of targeted instructional strategies/activities to achieve our goal. They will serve in classrooms for up to three hours per

day, providing whole class and/or targeted student support (1:1 and small group).

5. P.S. 130 Curriculum Development Team meets to coordinate pacing and revising of Ready Gen Units to meet the needs of all students
6. Ready Gen Professional Development (ongoing throughout the school year)
7. Extensive attendance outreach (Attendance Teacher)
8. CCLS Professional Development and Instructional Shifts (ongoing throughout the school year)
9. P.S. 130 Lunch and Learn opportunities (based on teacher goals/needs)
10. CFN 606 Professional Development
11. Morning and afterschool per session for small group instruction

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

In order to evaluate the progress, effectiveness, and impact of each strategy/activity the students will complete:

1. A performance based assessment at the end of each Ready Gen module
2. Fountas and Pinnell benchmarks three times during the school year (October, January and May)
3. An assessment at the end of each unit which will determine each student's mastery of vocabulary
4. 2 NYS ELA simulations (November and February)

Teacher Teams will conduct learning walks using the Teaching Framework as a tool for identifying best practices and impact of interventions/strategies/activities. After analyzing ELA performance based data, teachers use the Reflect and Respond Resource from Ready Gen to determine next steps for students that have not demonstrated mastery of unit goals.

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

- The Ready Gen Program will be implemented during the entire school year from September 2013 – June 2014.
- Assessments will be administered throughout the school year as the units are completed.
- ELA Simulations will be administered in November 2013 and February 2014.

- CCLS aligned Performance Based Assessments will be administered at the end of each module (2 per unit)

- Ongoing Ready Gen Professional Development

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

- Teachers and staff members will utilize components of the ReadyGen program for a variety of student needs. For example, the Scaffolded Instruction For Small Group Work will be used to bridge gaps for students who did not master the skill or strategy being taught. Teachers will use resources such as skills analysis, language analysis, close reading, and enrichment during daily lessons to ensure that the needs of all students are met in literacy.
- Before-school and afterschool small group instruction.
- In addition, teacher teams will meet during common planning time to norm scoring using student work and anchor papers (S.N.A.P. Protocol), review/revise curriculum, lesson plan, analyze data, identify interventions for targeted population of students.
- Extended Day small group instruction

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).

- **PS 130** will take the following actions to involve parents in the joint development of its school Parental Involvement Plan under **Section 1112 of the ESEA: Home and School Connection:**
 - Communication will be facilitated through the use of newsletters, monthly calendars, Professional Development for Parents, Parent-Teachers conferences, Parent Associations meetings, School Leadership Team Title I Parent Representative, parent's information board and via the Parent Coordinator. Communication shall be in both English and Spanish.
- **PS 130** will take the following actions to involve parents in the process of school review and improvement under **Section 1116 of the ESEA:**
 - Communication will be facilitated through the use of newsletters, monthly calendars, Professional Development for Parents, Parent-Teachers conferences, Parent Association meetings, Parent Coordinator, School Leadership Team Title I Parent Representative, parent's information board. Communication shall be in both English and Spanish
- **PS 130** will provide the necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance
 - Coordination, technical assistance, and other support shall be facilitated via Parent Association meetings, School Leadership Team Title I Parent Representative, parent's information board, newsletters, Professional Development for Parents, monthly calendar, and the Parent Coordinator. Communication shall be in both English and Spanish.
- **PS 130** will coordinate and integrate Title I Parental Involvement strategies under the following other programs:
 - Pre-Kindergarten Program, Parents As Teachers, Learning Leaders

- Activities to include: Pre-Kindergarten graduation, LEAP Violence Prevention Program, Academic Intervention Services, Before/After School Academic Programs, Parent Involvement Translation/Interpretation Services,
- **PS 130** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this Parental Involvement Policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
 - The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - Evaluation shall be conducted using parent surveys, communication through the Parent Association, SLT Title I Parent Representative, and the Parent Coordinator
 - Persons responsible for conducting said evaluations shall be the above named representatives
 - Parent roles for these evaluations shall be to formulate surveys, communicate, coordinate and collaborate with their representatives
 - Provide translators -- Family Assistant, Parent Coordinator, as liaisons to the parent constituency
- **PS 130** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
 - the Common Core Learning Standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - Thursday Parenting Club
- **P. S. 130** shall provide materials and training to help parents work with their children to improve their children's academic achievement, literacy training and using technology, as appropriate, to foster parental involvement. This shall be accomplished through:
 - Parent Math and Literacy Nights
 - Parent Professional Development sessions
 - Weekly/Monthly parent workshops
 - NYSABE – New York State Association for Bilingual Parents
 - EPIC
- **P. S. 130** shall, with the assistance of its parents, educate its teachers, Pupil Services Personnel, Principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Parents as Partners workshops

- **P. S. 130** shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the Parents as Teachers Program, Pre-Kindergarten Program and Director of Family Engagement, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - Weekly/Monthly Parents as Partners workshops/training
- **P. S. 130** shall take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - Communication will be facilitated through the use of newsletters, monthly calendars, Professional Development for Parents, Parent-Teachers conferences, Parent Association meetings, Parent Coordinator, School Leadership Team meetings, parent's information board. Communication shall be in both English and Spanish
 - Distribution of Events fliers
- **P. S. 130** shall involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training: NYSABE
- **P. S. 130** shall provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- **P. S. 130** shall pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- **P. S. 130** shall train parents to enhance the involvement of other parents through collaboration/coordination with Family Partnership Specialist, Parent Coordinator and Parent Association President
- **P. S. 130** shall strive to maximize parental involvement and participation in their children's education by:
 - Arrange school meetings at a variety of times
 - Adopt and implement model approaches to improving parental involvement
 - Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities
 - Provide other reasonable support for parental involvement activities under section 1118 as parents may request
 - Provide weekly/monthly training for parents in reading and math

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

The use and coordination of varied funds to meet the intent and purpose of Federal, State and Local services and programs (i.e. STH, violence prevention, etc.) is thoughtfully implemented in accordance with the School Allocation Memo (SAM) for each specific service and program. In addition, the Network budget liaison and specialists work with our school leaders to ensure that all students are properly and regularly serviced to ensure that they can fully participate in the school community and have the resources necessary to ensure their success.

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, students in K-5 will increase comprehension through the use of academic vocabulary by 5% on the end of unit assessments from

ReadyGen literacy program.

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.

- With the change in the NYS Mathematics assessment, less than 15% of our students in grades 3-5 are performing at or above grade level.
- With the change in the NYS ELA assessment, less than 10% of our students in grades 3-5 are reading at or above grade level.

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

1. Implement word vaults in every classroom (CCLS tiered vocabulary)
2. Implement a school wide vocabulary word of the week
3. Use a CCLS Reading Program (ReadyGen)
4. Text-based vocabulary routines during reading instruction
5. Use of sentence frames using domain specific vocabulary
6. Provide professional development

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

6. Classroom Teachers
7. Literacy Coach
8. Math Coach
9. ReadyGen Program
10. Go Math Program
11. Literacy Consultant
12. City Year Volunteers
13. CCLS Professional Development
14. CFN 606 Professional Development

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

In order to evaluate the progress, effectiveness, and impact of each strategy/activity the students will complete:

1. A performance based assessment at the end of each Ready Gen module
2. Fountas and Pinnell benchmarks three times during the school year (October, January and May)
3. An assessment at the end of each unit which will determine each student's mastery of vocabulary
4. 2 NYS ELA simulations (November and February)

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

- CCLS aligned Performance Based Assessments will be administered at the end of each module (2 per unit)

- Fountas and Pinnell benchmarks three times during the school year (October, January and May)
- End Unit Assessments will be administered throughout the school year as the units are completed.
- ELA Simulations will be administered in November 2013 and February 2014.
- Ongoing Ready Gen Professional Development

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

Academic Intervention Services (AIS)

ELA/Science/Social Studies:

Type of Program or strategy

Multiple reads using close reading

Scaffolding

Modeling & Demonstration

Feedback on Performance tasks

Utilize think alouds during instruction

City Year targeted focus groups

Explicit Instruction

Method of delivery of service:

Multiple reads using close reading (whole and small group)

Scaffolding: Provide 'scaffolding' support (individual instructional modifications) to students as necessary to help them to master a new task or keep up with more advanced learners. Examples of scaffolding strategies include reducing the number of problems assigned to a student, permitting the student to use technological aids (e.g., word processing software which predicts student word selection to reduce keyboarding), and using cooperative learning groups that pool the group's knowledge to complete assignments. (whole and small group)

Modeling & Demonstration:

Model and demonstrate explicit strategies to students for learning academic material or completing assignments. Have them use these strategies under supervision until you are sure that students understand and can correctly use them. (whole and small group)

Feedback on Performance tasks:

Make sure that students who are mastering new academic skills have frequent opportunities to try these skills out with immediate corrective feedback and encouragement. Prompt guidance and feedback will prevent students from accidentally 'learning' how to perform a skill incorrectly! (one-to-one).

Utilize think alouds during instruction *(whole and small group)

City Year targeted focus groups (small group)

Explicit Instruction - Explicit Instruction (small and large group) that may include:

- More modeling with clearer and more detailed explanations
- More concrete learning opportunities with the use of pictures manipulatives, or think-alouds

- Tasks may be broken down into simpler segments
- Step-by-step strategies
- Temporary support gradually reduced over time

Mathematics:

Type of Program or strategy

- Go Math Tier 1-3 Intervention Strategies and Activities
- Scaffolding
- Explicit Instruction

- Reduce Instructional Size
- Technology based interventions (Mega Math, Soar to Success, Animated Math Models, Real World Videos, itools)
- City Year targeted focus groups

Method of delivery of service:

- Go Math Tier 1-3 Intervention Strategies and Activities: are built into every lesson and students demonstrating conceptual challenges receive immediate targeted intervention (kinesthetic, visual, individual, partner, auditory, small group or whole group).

- Scaffolding: Critical Area Performance Tasks are scaffolded for students (small group)

- Explicit Instruction (small and large group) that may include:
 - More modeling with clearer and more detailed explanations
 - More concrete learning opportunities with the use of pictures

manipulatives, or think-alouds

Tasks may be broken down into simpler segments

- Step-by-step strategies
- Temporary support gradually reduced over time

- Reduce instructional size – students are able to work in small differentiated groups (small group)

- Technology based interventions (teachers strategically assign targeted practice for students based on needs and CCLS; one to one)

- City Year targeted focus group (small group)

When the service is provided:

- Go Math Tier 1-3 Intervention Strategies and Activities (during the school day and during extended day)
- Scaffolding (during the school day)
- Explicit Instruction (during the school day)
- Reduce Instructional Size (during the school day and during extended day)
- Technology based interventions (Mega Math, Soar to Success, Animated Math Models, Real World Videos, itools) (during the school day and from home)
- City Year targeted focus groups (during the school day, extended day and afterschool)

At-risk services:

Type of Program or strategy

Method of delivery of service

When the service is provided

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).

- **PS 130** will take the following actions to involve parents in the joint development of its school Parental Involvement Plan under **Section 1112 of the ESEA: Home and School Connection:**
 - Communication will be facilitated through the use of newsletters, monthly calendars, Professional Development for Parents, Parent-Teachers conferences, Parent Associations meetings, School Leadership Team Title I Parent Representative, parent's information board and via the Parent Coordinator. Communication shall be in both English and Spanish.
- **PS 130** will take the following actions to involve parents in the process of school review and improvement under **Section 1116 of the ESEA:**
 - Communication will be facilitated through the use of newsletters, monthly calendars, Professional Development for Parents, Parent-Teachers conferences, Parent Association meetings, Parent Coordinator, School Leadership Team Title I Parent Representative, parent's information board. Communication shall be in both English and Spanish
- **PS 130** will provide the necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance
 - Coordination, technical assistance, and other support shall be facilitated via Parent Association meetings, School Leadership Team Title I Parent Representative, parent's information board, newsletters, Professional Development for Parents, monthly calendar, and the Parent Coordinator. Communication shall be in both English and Spanish.
- **PS 130** will coordinate and integrate Title I Parental Involvement strategies under the following other programs:
 - Pre-Kindergarten Program, Parents As Teachers, Learning Leaders
 - Activities to include: Pre-Kindergarten graduation, LEAP Violence Prevention Program, Academic Intervention Services, Before/After School Academic Programs, Parent Involvement Translation/Interpretation Services,

- **PS 130** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this Parental Involvement Policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
 - The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - Evaluation shall be conducted using parent surveys, communication through the Parent Association, SLT Title I Parent Representative, and the Parent Coordinator
 - Persons responsible for conducting said evaluations shall be the above named representatives
 - Parent roles for these evaluations shall be to formulate surveys, communicate, coordinate and collaborate with their representatives
 - Provide translators -- Family Assistant, Parent Coordinator, as liaisons to the parent constituency
- **PS 130** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
 - the Common Core Learning Standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - Thursday Parenting Club
- **P. S. 130** shall provide materials and training to help parents work with their children to improve their children's academic achievement, literacy training and using technology, as appropriate, to foster parental involvement. This shall be accomplished through:
 - Parent Math and Literacy Nights
 - Parent Professional Development sessions
 - Weekly/Monthly parent workshops
 - NYSABE – New York State Association for Bilingual Parents
 - EPIC
- **P. S. 130** shall, with the assistance of its parents, educate its teachers, Pupil Services Personnel, Principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Parents as Partners workshops
- **P. S. 130** shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the Parents as Teachers Program, Pre-Kindergarten Program and Director of Family Engagement, and conduct other activities,

such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Weekly/Monthly Parents as Partners workshops/training
- **P. S. 130** shall take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - Communication will be facilitated through the use of newsletters, monthly calendars, Professional Development for Parents, Parent-Teachers conferences, Parent Association meetings, Parent Coordinator, School Leadership Team meetings, parent's information board. Communication shall be in both English and Spanish
 - Distribution of Events fliers
- **P. S. 130** shall involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training: NYSABE
- **P. S. 130** shall provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- **P. S. 130** shall pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- **P. S. 130** shall train parents to enhance the involvement of other parents through collaboration/coordination with Family Partnership Specialist, Parent Coordinator and Parent Association President
- **P. S. 130** shall strive to maximize parental involvement and participation in their children's education by:
 - Arrange school meetings at a variety of times
 - Adopt and implement model approaches to improving parental involvement
 - Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities
 - Provide other reasonable support for parental involvement activities under section 1118 as parents may request

Provide weekly/monthly training for parents in reading and math

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

The use and coordination of varied funds to meet the intent and purpose of Federal, State and Local services and programs (i.e. STH, violence prevention, etc.) is thoughtfully implemented in accordance with the School Allocation Memo (SAM) for each specific service and program. In addition, the Network budget liaison and specialists work with our school leaders to ensure that all students are properly and regularly serviced to ensure that they can fully participate in the school community and have the resources necessary to ensure their success.

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.

- **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
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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**
- 1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
<p>ELA</p>	<p>Ready Gen (Scaffolded instruction for small group based on student needs)</p> <p>Quick Reads</p> <p>Earobics</p> <p>On Our Way to English</p> <p>Reading Strategies used: Small group instruction Reteach Multiple Reads Guided Reading Tiered graphic organizers Activating prior knowledge Visualizing and Verbalizing for language comprehension</p> <p>Small class size which facilitates small group academic intervention strategies on a daily basis during the course of the instructional day</p> <ul style="list-style-type: none"> • Small group instruction (K-5) on a daily basis during the course of the instructional day • Fundations – a program that is designed for students who struggle with phonics and spelling • Extended Day- All students in grades 3-5 and some from K-2 are invited to receive AIS by certified teachers during the extended day instructional program • Imagine Learning- a technology program designed to support language development and comprehension skills. ELLs and SWD use this program during the instructional school day • Push-in -Push-in small group instruction <ul style="list-style-type: none"> • Differentiation Strategies • Before and Afterschool Tutoring 	<ul style="list-style-type: none"> • X Small group • One-to one • tutoring 	<ul style="list-style-type: none"> • During the school day • Before school • After school

	<ul style="list-style-type: none"> • 		
Mathematics	<ul style="list-style-type: none"> • GoMath Intervention Activities • Focus Math • Intensive Intervention • Mega Math • Math in Focus • Strategic Interventions • Soar to Success • Destination Math • Animated Math Models • Carmen San Diego • Small group instruction (K-5) on a daily basis during the course of the instructional day • Push-in -Push-in small group instruction provided by literacy coach • Before and Afterschool Tutoring • IXL- a web-based interactive math program 	<ul style="list-style-type: none"> • X Small group • One-to one • tutoring 	<ul style="list-style-type: none"> • X During the school day • Before school • After school
Science	<ul style="list-style-type: none"> • X Small group instruction (K-5) on a daily basis during the course of the instructional day • Push-in -Push-in small group instruction • Before and Afterschool Tutoring 	<ul style="list-style-type: none"> • X Small group • One-to one • tutoring 	<ul style="list-style-type: none"> • X During the school day • Before school • After school
Social Studies	<ul style="list-style-type: none"> • X Small group instruction (K-5) on a daily basis during the course of the instructional day • Push-in -Push-in small group instruction provided by literacy coach 	<ul style="list-style-type: none"> • X Small group • One-to one <p>tutoring</p>	<ul style="list-style-type: none"> • X During the school day • Before school • After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • X Conduct psycho-educational assessments as needed • Create IEP, case manager of the IEP Team 	<ul style="list-style-type: none"> • X Small group • One-to one • tutoring 	<ul style="list-style-type: none"> • X During the school day • Before school • After school

and the evaluation process

- Conduct classroom observations
- Consult with school staff, parents, students and outside agencies regarding behavior and mental health issues
- Attend weekly Student Intervention Team meetings
- Meet with parents concerning children's educational and mental health needs

Creates FBA's and BIP's and Behavior Support Plans for at-risk students

- Provide counseling services individually and/or in groups (pull out and push in)
- To identify social/emotional development or environmental factors that could impact or prevent academic success during the school day
- Help to create positive, healthy and safe academic environments that support development during the school day
- Help students to manage their issues and regain focus on their academics
- Attend weekly RTI Team meetings
- Coordinate and facilitate communication with community based services (mental health agencies, hospitals, ACS and CBO's)
- Initiate mental health referrals and other support services as necessary
- Provide whole class tutoring with "The Conflict and Communication Skills Management Program" to identified 3rd, 4th and 5th grade students once a week during the school day
- Conduct classroom observations, teacher interviews, parent interviews to create Behavioral Support Plans for individual students
- Treat the student as a whole: depending upon the condition (disability) of the

	<p>student</p> <ul style="list-style-type: none">• Teach students to be independent in activities of daily living at maximum functional level• Improve fine and gross motor skills• Improve eye/hand dexterity and hand manipulation to improve writing skills and other academic work• Open Airways Program during the school day• Beat Diabetes Education H.O.P. (Healthy Options Program) during the school day.• Case management• Kindergarten – cover your cough and hand washing		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
School-based team comprised of teachers, coaches and administrators conduct the interviews of new personnel (teachers) utilizing the DOE's rubric for -----. The hiring committee works together to vet candidates who share a common vision with the school community.

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).
The school holds retaining teachers in high regard. The school has acquired two instructional coaches to support teachers with the continuous roll out of CCLS in alignment with Ready Gen, Go Math and the Danielson Rubric. Professional Development plans are developed based on teacher goals and the academic needs of the students. School leaders and faculty ensure that curricula standards and strategically integrate the instructional shifts,, resulting in coherence across grades and subject areas that promotes college and career readiness for all students. School leaders and teacher peers support the development of teachers, including those new to the profession, with effective feedback and next steps from the strategic use of frequent cycles of classroom observation and analysis of student work/data. Rigorous habits and higher-order skills are emphasized in curricula and academic tasks and are embedded in a coherent way across grades and subjects so that all learners, including ELLs and SWDs, must demonstrate their thinking. Feedback to teachers accurately captures strengths, challenges, and next steps using the Danielson Framework for Teaching; feedback articulates clear expectations for teacher practice, supports teacher development, and aligns with professional goals for teachers. Curricula and academic tasks are planned and refined using student work and data so that individual and groups of students, including the lowest and highest achieving students, ELLs and SWDs, have access to the curricula and tasks and are cognitively engaged.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Federal, state and local funds are used to provide resources for students in temporary housing and violence prevention programs. A full- time SSW has been hired to support students/families in our community. Resources such as school uniforms, books, and school supplies are also purchased with these funds.

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.).
Transition plans for Pre K holding and open house to families. Students and parents take a tour of the school and meet with school personnel to learn more about our offerings. Once the students are enrolled in our school in September, we meet with the families in an open house setting to share our school vision as well as CCLS expectations.

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.
Measures to include teachers in decision making vary within the school. Data Services are contracted out to School Data Corp. This organization works with the school to interpret ELA and Math and Fountas and Pinnell data on a yearly basis. Benchmark exams from Ready Gen/Go Math are administered periodically to ascertain the students' performance level. That data is interpreted and then shared with the supervisors, teachers, and families to set and revise academic goals.

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 8	Borough Bronx	School Number 130
School Name Abram Stevens Hewitt		

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 Lourdes Velazquez-Peay	Assistant Principal Brandon Cruz
Coach Mindy Cecchetelli	Coach
ESL Teacher Amy Mascunana	Guidance Counselor Loida Martinez
Teacher/Subject Area Connie Lobdell 4th/Dual Lang	Parent
Teacher/Subject Area Gissell Pena 5th/Dual Lang	Parent Coordinator Maria Alers
Related Service Provider	Other Debra Montes 5th Teacher
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	497	Total number of ELLs	113	ELLs as share of total student population (%)	22.74%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Freestanding ESL														
Push-In	1	1	1	1	1	1								6
Pull-out	0	0	0	0	0	0								0
Total	1	1	1	2	2	2	0	9						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	113	Newcomers (ELLs receiving service 0-3 years)	92	ELL Students with Disabilities	26
SIFE	1	ELLs receiving service 4-6 years	21	Long-Term (completed 6+ years)	3

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	0	0	0	0	0	0	0	0	0
Dual Language	28	0	2	9	0	2	0	0		37
ESL	64	1	17	12	0	5	0	0	0	76
Total	92	1	19	21	0	7	0	0	0	113

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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																
Spanish	0	0	0	0	0	0	18	5	8	10	11	6	0	0	0	0	0	0	37	21
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	18	5	8	10	11	6	0	0	0	0	0	0	37	21

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): <u>0</u>	Number of third language speakers: <u>3</u>
Ethnic breakdown of EPs (Number):	
African-American: <u> </u>	Asian: <u> </u>
Hispanic/Latino: <u>21</u>	Other: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>

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	12	13	19	6	10	6								66
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic				2										2
Haitian														0
French		1			2									3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1		2	1								4
TOTAL	13	14	20	8	14	7	0	0	0	0	0	0	0	76

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)	13	2	6	7	7	5								40

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	8	10	5	6	8								37
Advanced (A)	0	4	4	14	9	5								36
Total	13	14	20	26	22	18	0	0	0	0	0	0	0	113

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	14	4	0	0	18
4	19	7	0	0	26
5	17	4	0	0	21
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	19	1	1	0	1	0	0	0	22
4	9	3	3	2	0	0	0	0	17
5	15	3	3	1	0	0	0	0	22
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	1	3	3	7	1	0	0	17
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	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)	8	8	8	6	2	6	11	4
Chinese Reading Test	0	0	0	0	0	0	0	0

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.
Presently we use the Fountas and Pinnell Benchmark System in both English and Spanish to assess our ELLs. These benchmarks are administered, collected and reviewed in October, January and May of the school year. Data reveals that approximately 8.6% of ELLs (roughly 13 out of 113) are reading on grade level. The majority are reading at a Level 1. Instructional decisions are made based upon the students' reading levels and determine what texts students can navigate, and what skills and strategies should be taught or re-taught.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data reveals that writing continues to be largest struggle for our ELL students. They typically struggle in attaining proficiency in reading and writing. Fortunately, many of our ELLs achieve proficiency in the listening and speaking component; however, many of our students plateau in the intermediate level and struggle to move from this level to the advance level. The RNMR modality analysis report is not available for the Spring 2013 NYSESLAT exam.
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](#))
The RNMR modality analysis report is not available for the Spring 2013 NYSESLAT exam; however, as a part of the ReadyGen program, teachers are explicitly instructing students in writing skills, including grammar and conventions. This explicit instruction in language will help ELLs in their writing skills. The complex texts of the ReadyGen program help ensure that our students reading capabilities and vocabulary tremendously improve. We have also adopted a school-wide focus on vocabulary, which includes a word of the week and tiered vocabulary word vaults in every classroom.
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?
 - a. The patterns across proficiencies and grades show that there is little difference between the ELLs who took tests in English as compared to the ELLs who took the tests in their native language.
 - b. Our school does not administer the ELL Periodic Assessments.
 - c. Our school does not administer the ELL Periodic Assessments.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Our core curriculum programs contain components for Tier II and Tier III to identify students who need additional interventions. The programs also contain enrichment activities for those on the cusp of Tier II. The programs have built in strategies/considerations for ELLs, including cognates for teachers to use in their classroom. Furthermore, as part of our RTI team, we identify students who need more intensive support outside of the classroom.
6. How do you make sure that a child's second language development is considered in instructional decisions?
To assure a child's second language development is considered in instructional decisions, teachers use a series of strategies. Teachers include language objectives in their lessons to promote second language acquisition. Teachers prompt students to recognize cognates and make connections between their first and second language. ELLs in the dual language classes are provided with books in Spanish and English for math, social studies and science to facilitate learning and comprehension of the content. They also receive content instruction in their first and second language. Teachers of ELLs in general education classes and special education classes collaborate with the ESL teachers to ensure language support.
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?
 - a. The Spanish ELE and Fountas and Pinnell Spanish Benchmark System assess the English-proficient students in their second (target) language.
 - b. According to the Spanish ELE data, 65% of our English-proficient students score in the 3rd and 4th quartile on the exam.

- c. Although our English Proficient students were able to achieve proficiency on the NYSESLAT, they fail to achieve grade level performance on City and State Assessments.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
According to our 2012-2013 Progress Report, our ELLs are showing growth, but are not achieving grade level performance. Specifically, 43.2% of our ELLs are at the 75th Growth Percentile or Higher in ELA and 54.5% of our ELLs are at the 75th Growth Percentile of Higher in Math.

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](#).)
When a new student arrives at P.S. 130, the parents fill out a registration form which includes the Home Language Identification Survey which must be administered with the assistance of a pedagogue within 10 school days. The ELL Coordinator or a bilingual/ESL teacher reviews the Home Language Survey (HLIS) for testing eligibility. If a preliminary decision to test is reached, the ESL teacher informally interviews the child and the parent in English and his/her native language, and may, as necessity dictates, review pertinent information on the registration form with the parent. This informal interview process helps to determine if the information on the HILS is correct. If a pedagogue is not available to interview in the child's or parent's native language, the Translation/Interpretation Unit is contacted for assistance. If it is determined that the child is not proficient in English and their native language is Spanish then they are administered the Spanish LAB. The names of the pedagogues are: Dr. Carolos Sforza, ESL, Mindy Cecchetelli, Literacy Coach and ESL teacher Amy Mascunana.
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.
If the HLIS identifies the child as eligible for testing, as determined by a pedagogue, the LAB-R is always administered within 10 days of the child's enrollment in the school. If it is determined that the student requires services as per the LAB-R/Spanish LAB results, the parent or guardian is invited to attend an Orientation for Parents of English Language Learners through an entitlement and invitation letter. When possible, the invitations are made available in the parent's native language and sent home with students to ensure they understand the correspondence and the importance of the meeting. Additionally, parents are called by the Parent Coordinator, ESL Teacher, and/or Dual Language Teachers, about the Parent Orientation Meeting. The Parent Orientation Meeting is designed to inform the parents or guardians of the various ELL programs available to his/her child, as well as State Standards and Assessments, school expectations, and general program requirements. If the parent selects a program that is currently unavailable in the school due to limited requests, other options are discussed with the parent/guardian. Additionally, parents view the video, The Parent Connection - An Orientation for Parents Newly English Language Learners, in their language of choice. After the video is viewed, a question/answer session is provided for the parents. Bilingual staff members are available to address questions/concerns. Parents and/or guardians are also provided with the Guide for Parents of English Language Learners, an informative packet which details pertinent information regarding ELLs.
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](#)].)
After a student has been identified as an ELL (based on the information provided on the Home Language Identification Survey and LAB-R/Spanish LAB results), an entitlement letter and an invitation to the Parent Orientation Meeting is sent home in the parent or guardian's preferred language (when available), within 10 school days of child's enrollment. The ELL Coordinator hands the letters to the classroom teacher, who is then responsible for ensuring the parents receive the letter. Additionally, the ELL Coordinator and ESL teacher meet parents at the end of the day to remind them about the Parent Orientation Meeting. At the end

of the Parent Orientation Meeting, parents and/or guardians are encouraged to complete and return the Parent Survey and Program Selection Form on site, selecting the program of preference for their child. These surveys are collected and filed away in a compliance binder that is kept by the ELL Coordinator. Parents who do not attend the initial Parent Orientation meeting are sent an invitation to attend a second meeting, again via the classroom teacher. Parents may also be called by the classroom teacher, ELL Coordinator, ESL teacher, Parent Coordinator or Family Assistant. If a Program Selection form is not returned, outreach is made by the classroom teacher, ESL teacher, Parent Coordinator and/or School Family Assistant.

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.

After we receive a completed Program Selection form from the parent, we review it with the parent. If the parent selects Freestanding ESL, the student is placed in a monolingual class with pull-out/push-in ESL services (with the mandated hours provided). If the parent of a student in grades 3-5 selects a Dual Language Program then he/she is placed in a Dual Language class. If the parent selects a program that is currently unavailable in the school, such as Transitional Bilingual Education, due to limited requests, other options are discussed with the parent/guardian. The ELL Coordinator inputs the appropriate information the ELPC screen in ATS within 20 days, or upon receiving the Parent Survey, whichever date happens first.

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.

To ensure that all students are administered the NYSESLAT, the ELL coordinator runs the RLAT (NYSESLAT Eligibility report) in ATS. The steps taken to administer all sections of the NYSESLAT at P.S. 130 are:

*Dual Language teachers administer the reading, writing and listening sections to all ELLs in general education classes.

*Special education teachers, coaches, and other out of classroom pedagogues administer the reading, writing, and listening sections to all ELLs with accommodations.

*The ESL teachers administer the speaking section to all the ELLs in the Dual Language classes (accommodations given if needed).

*The coaches, IEP teacher and speech teacher administer the speaking section to all ESL students (accommodations given if needed).

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

After reviewing the Parent Survey and Program Selection forms for the past few years, we have noticed a change in the trend with our incoming Kindergarten. This new trend shows that about 48% of the parents chose Freestanding ESL as their first choice, about 32% of the parents chose a Dual Language program and about 20% of the parents chose a Transitional Bilingual program. These percentages therefore justify our move towards an ESL model, while continuing to provide some Dual Language classes and why we still do not offer Transitional Bilingual. We only offer a Dual Language program in grades 3-5 and Freestanding ESL in grades K-5.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. We currently utilize three organizational models to meet the needs of our English Language Learners. The majority of our ELLs are currently serviced using a push-in ESL model, in which the ESL teacher pushes in to work with small groups. The ESL teacher works collaboratively with classroom teachers to focus on the curriculum, content and skills students need. We also have three dual language classrooms. These classes as a whole are heterogeneous, but within each class teachers have homogeneous groups that they work with. Teachers rotate and adjust these groups accordingly during the various subjects. Additionally, we have an ESL teacher pushing into each dual language class for two periods a week, working with teachers collaboratively with their lowest proficiency groups, including new arrivals to the country. This ensures that the neediest students are receiving the instruction they desperately need. The third organizational model is a self-contained ESL ICT fifth grade class.
 - b. The program model used is heterogenous.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The organization of our staff ensures that the mandated number of instructional minutes is provided because each Dual Language class has a bilingual teacher, providing NLA instruction everyday within the content areas of math and science. The Freestanding ESL model ensures that all ELLs receive the mandated instructional minutes, based on their NYSESLAT proficiency levels. For instance, a beginner or intermediate student will receive 360 minutes of ESL while an advanced student will receive 180 minutes, as mandated by the state. Both ESL teachers' programs reflect these number of minutes. Both ESL teachers also utilize grade appropriate curriculum maps, and resources to guide their instruction. Each Dual Language class has 1 content block during which Native Language is used, daily, totalling the required 45 minutes 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.

In the Dual Language program, math is delivered in blocks of 90 minutes, science in blocks of 45 minutes, and social studies in blocks of 45 minutes. The content areas are taught in Spanish with English support if necessary. The GoMath program used in grades 3, 4, 5 is available to our students in both English and Spanish. Students can request the materials in Spanish, but teachers also assign specific students the Spanish books to those they believe would benefit from the Native Language support. Content is delivered using ESL methodologies to make content comprehensible and to enrich language development.

The ESL teachers, in collaboration with the classroom teachers, utilize a variety of instructional strategies that include cooperative learning groups and cross curricular activities to support content learning.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Throughout the year our native spanish speaking ELLs are evaluated by the Fountas and Pinnell Spanish Benchmark System and in the content areas of math and science. Our Dual Language classes grades 3-5 also take the Spanish ELE every year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are evaluated in the reading and writing modalities continuously throughout the year using the ReadyGen program and

running records. ReadyGen allows for at least 1 read aloud a day (at times 2) during which students listen to a complex text being read out and then are given the opportunity to respond to the text orally.

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).

a. SIFE students use Imagine Learning, which is a highly engaging, interactive academic software program. Imagine Learning offers native language support if needed. The S.I.O.P model is used for instruction and students are supported in their native language whenever possible, such as using cognates.

b. ELLs who have been in US schools less than three years are given first priority in using Imagine Learning. These students are paired with an English dominant student to support them in their language acquisition. Additionally teachers use strategies such as: word associations, word splash relationships, KWL charts, and anticipation guides. Students are provided with the opportunity for hands-on learning. Sentence length is kept as short as possible as to not confuse ELLs and teachers, keeping in mind cultural differences, are mindful of their intonation and volume when speaking to students.

c. To further support our ELLs who have received services for 4 to 6 years, our ESL teachers will begin pushing into our Dual Language classrooms. They will be working collaboratively with the Dual Language teachers to assist students in small groups.

d. The RTI team is looking into how to better assist our ELLs with 6+ years of service, including whether or not they may qualify for an Individual Education Plan. Currently, 1 of the 3 students does have an IEP and another is in the process of being evaluated. It is our belief that these students are struggling to acquire the language because of their underlying disability and not necessarily their language acquisition.

e. Our Testing Coordinator ensures that all the former ELLs continue to receive testing accommodations for 2 years after testing proficient. Teachers are aware of the former ELLs and continue to scaffold as needed.

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?

ELL-SWDs use the same curriculum as their English proficient-general education peers. Our teachers of ELL-SWDs use close reading of complex text to access academic content and accelerate English language development. Tasks are differentiated in order to allow multiple entry points. Our word vault use cognates and are color coordinated to make them more accessible and differentiated for various learning styles. Students are given access to the Imagine Learning program and students have specific Language Objectives to help accelerate English language development. All service providers are responsible for calling in services for their students. Network leaders keep the school informed about any student not receiving services.

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?

Through flexible programming IEP periods have been scheduled to total 21 periods. ELL-SWDs will participate with their general education peers for the remaining 4 periods. Flexible scheduling is used during ESL blocks with the provider, in which ELL-SWDs are moved in with their general education peers into a less restrictive environment. This helps them to acquire more language and experience another classroom environment while working towards their IEP goals. ELL-SWDs programmed for SETTS receive additional support 5 periods per week. When determining whether a ELL-SWD should be placed in a self contained setting versus an ICT setting, the student's language, disability, learning style, and previous classroom settings are all considered before a placement is made. Additionally the availability of alternative placement paraprofessionals is considered.

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
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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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

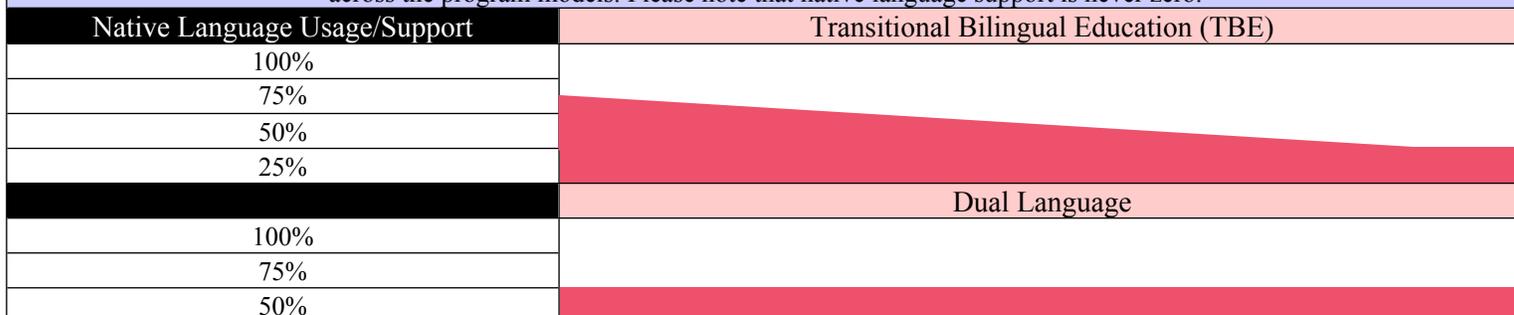
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.

ELLs whose first language is Spanish are provided with content area materials in their first language (Math, Social Studies, and Science). Content lessons are infused with both content and literacy based skills. Skill specific center activities, including listening centers, are created to assist in the development of literacy, numeracy, oral language, listening and writing skills. Based on the 5 Levels of Language Progressions (Entering, Emerging, Transitioning, Expanding and Commanding), our students in the Entering and or Emerging progression have extra support in the way of a push in model by an ESL certified instructor. We use Imagine Learning, a language and literacy software program that accelerates English learning. Focused on oral language, academic vocabulary, instruction in the five essential components of reading, and strategic first-language support. The core programs used by the school, ReadyGEN and Go Math, also include targeted intervention books which can be used to teach and re-teach specific skills students have missed on assessments. These intervention books are used at the discretion of the classroom teacher on what he or she feels best meets the needs of the ELL child and according to the data ongoing assessments given, both formal and informal.

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

Teachers all have access to ARIS, which makes it clear to them who are their ELL students. ARIS also provides information on any ELL data related to the student. Teachers utilize this information at their own discretion to inform their practice. Students develop English grammar and vocabulary, as well as familiarity with genres of writing. Hands-on activities support students by making them feel successful as they work towards mastering the target language. They are engaging in collaborative, small-group work that provides structured opportunities for developing English proficiency. They use multiple modes of communication and representation through non-verbal (gestural), oral, graphic, and written communication along with the use of realia which increases Comprehensible Input.

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

Programs that will be considered for the upcoming school year are after school programs that will extend instruction and address the New Language Arts Progression and Common Core State Standards. Also, instruction using project based learning that incorporates culturally diverse themes and the integration of technology are also being considered.

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

We are no longer using a pull-out ESL model because it does not lend itself to cohesive, collaborative instruction between the classroom teacher and the ESL teacher. The ESL teachers now push in during content instruction to support the students' learning.

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

All ELLs will be invited to the Title III after school programs. Data is used to find the appropriate program to support their level of language progression and address each subgroup. For extracurricular programs, such as choir or studio art, no child is excluded based on his or her language or disability. Students are invited to join or audition based on number of criteria, including attendance, work ethic, grade level performance, potential benefits from the program, etc.

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

In addition to our core curriculum programs, which both include ELL specific strategies, we use On Our Way to English in our ESL program and Imagine Learning within all classrooms.

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

Within the Dual Language program, native language support is delivered in each content area. Content subjects are taught in Spanish with English support. Math and science materials are available in Spanish. In ELA, cognates are used whenever possible. Within the ESL program, both teachers are fluent in Spanish so they utilize the language whenever necessary for clarification and translation purposes as needed.

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

All materials used are aligned to the Common Core Learning Standards and are on grade level.

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

We do not have any activities for newly enrolled ELL students before the beginning of the school year as we have not identified them until September when they are formally tested. New ELLs who enroll throughout the school year are invited to our after school program and extended day tutoring.

18. What language electives are offered to ELLs?

We offer no language electives in our school.

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)?

a. Instruction is conducted 50% in English, 50% in Spanish in the Dual Language classroom.

b. EPs and ELLs are taught side by side throughout the day. Content is taught in the students' native language with English language support.

c. Students are instructed during the 2 hour literacy block in English. Our 90 minute math block is conducted in Spanish with English support as necessary. Student materials are available in Spanish. The 45 minute science block is conducted in Spanish with English support as necessary. Student materials are available in Spanish.

d. The Dual Language model used is self-contained.

e. Our school chooses to instruct literacy in English with Native Language support such as cognates.

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. The goal of our Professional Development for all staff is to build a common understanding of ELL strategies and scaffolds to use in their classrooms. We will be planning PDs for our staff throughout the year on using these strategies and how to use ELL data to inform instruction.

2. Our Dual Language and ESL teachers are planning PDs on New Language Arts Progression and Common Core Learning Standards; Implementing Technology and Instruction; Using Ipads in the classroom; SIOP model lesson planning; Building Comprehensible Input; Improving ELL Achievement Through CCLS-aligned Instruction; Charlotte Danielson Advance (Using the Domains to address the needs of our ELL's); Imagine Learning in the classrooms; Imagine Learning webinars; Smartboard 101; GoMath Online Resources; ReadyGen ELL instructional support.

3. We hold a meeting with parents to explain the middle school application process. Additionally, we will be handing out the Dream, Believe, Succeed: A College Planning Handbook for English Language Learner's and their Families to inform families about options for their children in high school and beyond. Our guidance counselor does middle school visits with all 5th graders and their parents, including ELLs and SWDs. Our Parent Coordinator does parent outreach and community events and workshops to inform parents about middle school choices. Letters and flyers are sent in Spanish and English.

4. All staff members are invited to attend all PD sessions to meet their mandated number of hours. Attendance sheets are required at all PDs and are coaches keep them for records. Teachers are expected to keep a copy of materials given at PD, as well as any certificates of completion as part of their 175 hours of Professional Development.

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. The parents of our ELL students are involved in every facet of their child's learning, starting with a meeting the ESL Coordinator upon completion of the initial Home Language Survey to participating in the selection of the kinds of programs for ELLs (Bilingual, ESL, etc.) P.S. 130 has the following services for parents and families to become involved in their child's education: meeting with staff during scheduled Parent-Teacher meetings; participating in parent programs and workshops; participating fully in School Leadership Team meetings; meeting formally or informally with administration and staff regarding their children's situation and progress; choosing the kinds of educational programs their children will be part of; and requesting evaluations, counseling, referrals for their children. Furthermore, the administration, ESL Coordinator, Family Assistant, Parent Coordinator, Guidance Counselor, School Based Support Team, RTI Team identify areas of need in the children and their parents as the children are evaluated and the needs of children/family come to light. Whenever possible, staff members serve as translators for parents. School leadership also contacts the DOE translation services when necessary.
 2. The school has an established partnership with the Community Based Organization, Bronx Works, which runs an academic after school program in our building and with City Year, which assists with our initiative to improve attendance and runs various family friendly events throughout the year. City Year corps members who are bilingual are identified and placed in Dual Language classrooms or classrooms with a large number of ELLs when possible. Staff members serve as translators for parents when necessary or school leadership will contact the DOE translation services.
 3. In reviewing the Learning Environment Survey, our parents are most concerned about when meetings are held and assuring that their children are college and career ready. We've also realized that our parents need additional information regarding the English language programs available at our school (outside of the initial Parent Orientation meeting) and how teachers use data to inform instruction for ELLs. Our Parent Coordinator does parent outreach and holds various workshops for parents throughout the year. Notices are sent home for these workshops in both Spanish and English.
 4. To address our parent needs we will be holding ELL related meetings at various hours and hold specific meetings regarding college and career readiness, i.e. middle school applications and the Dream, Believe, Succeed: A College Planning Handbook for English Language Learner's and their Families.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

School Name: Abram Stevens Hewit

School DBN: 08X130

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lourdes Velazquez-Peay	Principal		1/1/01
Brandon Cruz	Assistant Principal		1/1/01
Maria Alers	Parent Coordinator		1/1/01
Amy Mascunana	ESL Teacher		1/1/01
	Parent		1/1/01
Connie Lobdell	Teacher/Subject Area		1/1/01
Gissell Pena	Teacher/Subject Area		1/1/01
Mindy Cecchetelli	Coach		1/1/01
	Coach		1/1/01
Loida Martinez	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Debra Montes	Other <u>5th Gr. Teacher</u>		1/1/01
	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: 08X130 School Name: Abram Stevens Hewitt

Cluster: 6 Network: 6

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.

At PS 130, 22.74% (113 of 497) of the student population speaks a second language in their home. Of this, 91.1% of our ELLs speak Spanish in their home. As a result of this data, all written communications are always provided in English and Spanish. We have identified 4 other languages spoken by parents as per the Home Language Survey (Arabic, French, Chinese and Fulani). Due to this data, we make use of the Department of Education translated documents that are available in Arabic, French and Chinese. We ask members of the school community to assist in the oral interpretations for the other languages identified. When these resources are unavailable, we contact the Department of Education Translation Services. Additionally, we've contracted The Big Word company for translation services.

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.

Based on the data of the Home Language Surveys, we have determined that a large percentage of our school community has indicated that Spanish is a second language spoken in the home. We are finding that we are receiving students new to the system that speak a second language other than Spanish. The findings are reported to the school community via parent meetings and teacher and faculty conferences.

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.

Based on the data from the Home Language Surveys all written communications are provided in English and Spanish. The Parent Coordinator and/or bilingual staff members translate all written communications that go out to parents. All written correspondence are first written in English and then submitted to the Parent Coordinator/bilingual staff members to translate. The correspondences are returned to the main office at least one day before they are expected to be disseminated. If an oral interpretation is needed, the DOE Translation and Interpretation Unit is contacted to assist. When possible, documents submitted far enough in advance will be given to The Big Word for translation.

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.

If we cannot offer written translations to parents through the school or the DOE translated documents, we will attempt to use The Big Word. An oral interpretation of the school communications will be provided by staff members, community members or the DOE Translation and Interpretation Unit.

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>.

The school fulfills Section VII of Chancellor's Regulations A-663 by:

- a. Providing parents with Registration documents (Home Language Survey) in Spanish, French and Arabic.
- b. The translated Bill of Parents Rights and Responsibilities
- c. What Your Child Needs to Know is provided in Spanish
- d. Conduct and Discipline Codes are distributed to parents in Spanish.
- e. School staff provides Spanish and/or French oral translations when students are receiving supplemental services (Special Education, English as a Second Language, SES Programs).
- f. Spanish and/or French oral translations are provided for parents who transfer and/or discharge his/her child.

g. Contact the DOE Translation and Interpretation Unit during Parent Teacher Conferences or parent meetings.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information

Name of School: PS 130

DBN: 08X130

This school is (check one): conceptually consolidated (skip part E below)
 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):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 25

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 3

of certified ESL/Bilingual teachers: 3

of content area teachers: 0

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:

Focus: One of the objectives is to focus on providing targeted instruction and support for students in the area of reading and writing and to build academic vocabulary and skill sets for science and social studies. The instruction is built upon research and the Common Core State Standards.

Rationale: After analyzing our NYSESLAT data we also noticed that 23 % of our upper grade ELLs placed at the beginning level and 29% placed at the Intermediate level. Based on this data, we have decided to invite our beginner and intermediate level students to the after school program for targeted small group instruction. (SHOULD WE MENTION THAT OUR ADVANCED ELLS ARE GOING TO BE INVITED TO THE REGULAR AFTERSCHOOL?)

Student Population: The program will be comprised of approximately 30 students (for a student teacher ratio of 10:1). These students will be grouped by proficiency, within grades 3-5. There will be 1 group of beginner students and two groups of intermediate students. The intermediate students will be split based on how close they are to achieving the advanced level. Those who have scored higher on the various modalities of the NYSESLAT will be placed in the higher intermediate group. Those who scored lower on the various modalities of the NYSESLAT will be placed in the lower intermediate group. With respect to language, the students will be approximately 95% Spanish speaking. The program is largely made up of Spanish speaking students because these students are native born ELLs, who therefore do not qualify for the Immigrant Program.

Program Scheduling: The Academy will begin in mid January through April 2014. Each session will begin at 3:20 pm. - 5:20 pm.

Description of the Program

Language Now

Language Power empowers English

Day 1 Tuesday (Building Language Proficiency)

3:20- 3:45 Student Meal (Mandatory)

3:45- 4:40 Language Power Lesson

4:40- 5:10 English Our Way (Grammar)

5:10- 5:15 Pack Up

5:20 Dismissal

Day 2 Wednesday (Enrichment)

3:20- 3:45 Student Meal (Mandatory)

3:45- 5:10 Project-Based Learning Thematic Unit

5:10- 5:15 Pack Up

Part B: Direct Instruction Supplemental Program Information

Instruction: Instruction will be delivered in English with native language (Spanish) support as needed. The Academy will take place on Tuesdays and Wednesday for 2 hours each day. One day will be dedicated to language support and the other will be based on the Project Base Module. Students will be involved in content rich activities that are themed base with a culminating activity that will be presented and involving parents.

Staff: There will be will be four teachers. Two teachers with a common branch certificate and a bilingual extension and ESL teacher with a common branch certificate and an ESL extension working the Academy. Instruction is differentiated by grade and area of need according to NYSESLAT data.

Materials: (Montes) The materials that will be used for our Academy will be "Language Power" by Teacher Created Materials and units of study for Project Based Learning. Our English Language Learners need to build English-language proficiency with with with highly differentiated and rich instruction. With "Language Power" each kit provides rigorous instruction in the four language domains. There are 30-piece themed text set with a range of reading levels and a variety of high-interest topics to engage students. "Language Power" has a range of text types and genres that helps lead to a natural progression in language and learning opportunities. Assessments are administered before and after instruction to drive instruction. These materials are designed to be used for a short term intervention program. The materials will help students improve their vocabulary and and grammar. On Wednesdays, students will be engaged in enrichment activities. We will use the Projecject Base Model. Using current integrated units of study (content driven) we will create themed based units to help enrich students four modalities. Students will be writing in a journals, learning and applying Tier 2 and Tier 3 words. Technology will be a source of comprehensible input and provide a source of sound, pictures, video, animation, and multimedia that can help situate learning with a meaning context. The students will learn how to speak in complete and elaborate sentences, and write coherent sentences, and paragraphs. Students will also learn to read with fluency and comprehension. In addition. we will purchase NYSESLAT Coach practice books to provide students with activities and strategies that support English language proficiency.

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:

*In order to support the ELLs in language proficiency, all teachers who work with our ELLs will be invited to attend professional development.

*These professional development sessions will be held conjunction with our network, during faculty conferences, grade meetings, and Professional Development Fridays. From October through February, the network will offer a series of Teacher Effectiveness workshops; from November through March, the network will offer a series of workshops related to ELA and Math, Rigor and CCLS; from November through January, the network will offer an ELL support series designed to support teachers in implementing CCLS. In November and December the following workshops were given at the school:

Part C: Professional Development

Using ipads in the classrooms, using technology in instruction, student engagement, collaborative teaching models, Imagine Learning and using F&P assessments. Throughout the month of January we will be holding a series of professional developments about student engagement and questioning and discussion techniques. Each in-house workshop will last approximately 45 minutes.

* Though not scheduled, we are in the stages of planning workshops on the topics of: Getting to Know the NYSESLAT, Using the NYSESLAT Data to Differentiate Instruction, How do ELLs Learn, ESL Strategies. In addition, Questioning and Discussion Techniques, Using Assessment in Instruction, Demonstrating Flexibility and Responsiveness, Parent Informational Workshop for the NYSESLAT.

*Assistant principal, coaches and lead teachers will provide the professional development.

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:

*We want to reach out to our linguistically and culturally diverse families to help them understand our school's culture and procedures; and introduce ways they can become involved in their children's education. To reach this goal, we will hold a parent workshop. The parent workshop will outline the program and how we intend to help our students further acquire the English language. Furthermore, parents will receive tip cards (created by the Language Power program) to support their language acquisition at home. These tip cards will be in both English and Spanish. The tip cards are related to the lessons being taught during the after school program.

*In Spring of 2014, parents will be invited via flyers and parent calendar, to attend a culminating activity to celebrate student research-based projects.

*Assistant principal and lead teachers will facilitate parent workshops.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		