

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**                   **15K 130**

**School Name:**                       **THE PARKSIDE SCHOOL**

**Principal:**                              **MARIA NUNZIATA**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 15K130  
School Type: Elementary Grades Served: Pre-K to 5<sup>th</sup> Grade  
School Address: 70 Ocean Parkway, Brooklyn, NY 11218  
Phone Number: 718-686-1940 Fax: 718-854-9756  
School Contact Person: Maria Nunziata Email Address: mnunzia@schools.nyc.gov  
Principal: Maria Nunziata  
UFT Chapter Leader: Sandra Boyce-El  
Parents' Association President: Christine Farrell  
SLT Chairperson: Erin Langstaff  
Student Representative(s): N/A

**District Information**

District: 15 Superintendent: Anita Skop  
Superintendent's Office Address: 131 Livingston, Brooklyn, NY 11201  
Superintendent's Email Address: askop@schools.nyc.gov  
Phone Number: 718-93594317 Fax: 718-935-4356

**Cluster and Network Information**

Cluster Number: 1 Cluster Leader: Christopher Groll  
Network Number: CFN 102 Network Leader: Alison Sheehan

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- a) List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- b) SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- c) The original signed 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.

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

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and                 </li> </ul>	

administrators value each other.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

**Mission Statement:** Public School 130 is a truly diverse multicultural community dedicated to academic excellence. Through a rigorous, standards-based curriculum, we nurture the talents and abilities of each student. Opportunities are provided for each student to develop academic mastery, artistic and leadership capacities. The collaboration efforts of students, staff, parents and members of the community promote and support a caring environment. Together we work with diligence, effort and perseverance on the journey towards attaining and exceeding higher standards of excellence. Our students are raising achievers.

PS 130's current enrollment is 698 students of which 22% are Asian, 11% are black, 34% are Hispanic and 28% are white. Our attendance rate is 95%. 18% of our students are receiving Special Education services. Currently we have ICT classes in every grade and offer speech, occupational therapy, physical therapy, resource room services and guidance services to students. 21% of our student population speaks a language other than English at home. For these students we offer English as a Second language instruction both pull-out and push-in. Our school community has changed dramatically over the last few of years with both the gentrification in the neighborhood and the increasing enrollment of general education students, ELL students and students with special needs. Due to our neighborhood's population growth we received approval from the DOE to create a PS 130 split site, housing 3-5 grades at the new school building located on Caton Avenue, and Pre-K-2 at our current building. The opening of both sites will take place September 2015. Our growing population, which includes ELL's and SWDs, as well as our projected expansion to a new site next school year, are both accomplishments as well as a challenge moving forward.

Our school is proud to partner with the following important organizations: ArtsConnection, Carnegie Hall, Music in the Brain, New York Cares, Chess in the School, Wellness in the School, Girls on the Run, Cooper Union, Learning Leaders, Teachers College, Kingsborough Community College, and University Settlement.

**Special Initiatives:** Over the past three years our school has developed and continues to revise and refine, Social Studies and/or Science based integrated units of study in each grade. Our integrated units of study provide multiple entry points for learning to meet the varied learning needs of all students, especially students with special needs. We have aligned our units to the Universal Design for Learning model (UDL) and the CCLS.

### Why we chose this initiative:

- Integrated Units of Study provide unique opportunities to meet the CCLS Standards recommendation for curriculum that prepares students for college, workforce training, and life in a technological society "Students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new."
- CCLS emphasizes fewer topics treated in greater depth
- CCLS recommend "an equal emphasis on story and information-based reading and writing in the elementary grades. This opens the door for a greater focus on social studies and science during the school day. The shift seems compatible with a project-based approach to social studies curriculum"
- Increasing special needs student population ( 25% English Language Learners, 19% Special Education students with Individualized Education Programs, 45% speak a language other than English at home).
- Student sub-groups (ELL students and SPED students) require multiple and varied entry points for learning, as well as for representing what they are learning and understanding.
- **Conversation and discussion** are needed to provide the necessary elaboration to master rules of use of words across contexts (Kowal & Swain, 1994)

- **Meaningful contexts** must be provided for functional use of language along with opportunities for practice and application (Dutro & Moran, 2003)

***Intended Outcomes of our initiative:***

- Instruction delivered through integrated units of study will provide all students with (1) multiple means of representation, (2) multiple means of action and expression, and (3) multiple means of engagement.
- Through long-term, deep studies, and experiential learning, students will build and develop content rich vocabulary (Tier 2 and 3 vocabulary) in meaningful contexts
- Students will write for a variety of authentic audiences and purposes, using a variety of writing forms and genres in alignment with CCLS.
- Students' content knowledge, and reading skills, will increase as they read rich, informational texts related to the studies - both independently and as shared text - in alignment with CCLS.
- Students' speaking and listening skills will be strengthened as they engage in meaningful discussion around shared content.

**Specific Shifts in Integrated Units of Study:**

- The CCLS specifically call for shifts in instruction that are attainable through deep, rigorous integrated units of study (Social Studies and/or Science based). "To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. Emphasizes fewer topics treated in greater depth. An equal emphasis on story and information-based reading and writing in the elementary grades. This opens the door for a greater focus on social studies and science during the school day. The shift seems compatible with a project-based approach to social studies curriculum"
- Deep, rigorous, developmentally appropriate integrated units of study are in place across the grades spanning approximately 3-4 months
- Studies are project-based and inquiry-driven
- Multiple entry points for learners are explicitly planned for

Students are reading and writing for authentic purposes using complex, content-based texts

**Areas of school strength** as documented in our School Quality Guide, was "Closing the achievement gap," according to the report we scored "**Exceeding Target.**" We also consider an **accomplishment** the fact that our school "**Meets Target**" in Student Environment and Student Achievement. Our **challenge and area of focus** will continue to be the increase of us for our school's "Student Progress" which according to the School Quality Guide is "Approaching Target."

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

### Needs Assessment/ Analysis

Mathematics: The School Quality Guide indicates students at PS 130 were “Meeting Target” in Student Achievement and “Approaching Target” in Student Progress. With Closing the Achievement Gap, students were “Exceeding Target”.

The Elementary School Quality Snapshot (2014) The snapshot also indicated that with regards Mathematics Student Achievement, 41% of students met State Standards, being below the district average of 53 % but also above the city average of 39%

With regards Mathematics Student Progress in Mathematics, all students made “fair” Progress with the lowest performing students making “poor” progress.

Literacy: The Elementary School Quality Snapshot (2014) indicated that with regards Literacy Student Achievement, 32 % of students met State Standards, being below the district average of 44% but also above the city average of 30%

With regards Student Progress in Literacy, all students made “Fair” Progress with the lowest performing students making “Poor” progress.

The School Quality Review 2011 recommended to improve the capacity of teachers in utilizing technology and expanding parental outreach to share students’ goals to support student performance.

### Summary of strengths and needs

#### Mathematics/Literacy

- Data indicates need to continue to focus on analyzing and using assessment data to specifically differentiate instruction to meet the needs of all students
- There is also a need to ascertain shared understandings and professional judgments regarding PS130’s literacy and math assessment processes
- Professional learning of teacher teams needs to focus on:
  - \* Coaching the crafting of effective differentiated teaching and learning in the classroom
  - \* “Looking at Student Work” sessions needed to focus on using data to drive more specific and targeted intervention daily
- Planning for differentiated instruction based on assessment data in various components of balanced literacy and math instruction
- Need to continue to build teachers’ content and pedagogical knowledge of most effective strategies for catering for English Language Learners and Students with Disabilities in Literacy and Math instruction, including teachers of ICT classrooms and other providers
- Professional learning with external consultants/coaches also needs to focus on building teachers’ content knowledge in using assessment data to refine effective CCLS aligned Math/Literacy pedagogy to meet the needs of ALL learners, particularly ELL’s and SWD’s

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- d) **Annual Goal (Mathematics)** By June 2015, 100% of K-5 grade level teacher teams will increase levels of cognitive rigorous and differentiation with learning and assessment tasks to meet the needs of all learners, through implementing a CCLS aligned data-informed Balanced Mathematics model, including targeted intervention for all sub groups
- e) **Annual Goal (Literacy)** By June 2015, 100% of teachers will implement cohesive practices in reading and writing that adhere to a true Balance literacy model, which includes various modalities of teaching that allow for the gradual release of responsibility. Teachers will continually look at student work and data to inform their whole-class/small-group lessons and well as individual conferences, with support from our literacy coach and outside literacy consultants.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<u><b>Curriculum</b></u>  <u><b>A ) Literacy/Mathematics</b></u> <ul style="list-style-type: none"> <li>• Implement CCLS aligned Literacy/Mathematics curriculum, embedded in Balanced Literacy and Balanced Mathematics practices- with a focus on “Using Assessment to Drive Instruction” (Instructional Focus for 2014/2015)</li> <li>• Teachers utilize assessment information to inform daily intervention through Balanced Literacy/Mathematics components eg tiered lessons in Mathematics/Guided Math/ Guided Reading groups/Shared Text focus</li> <li>• Rigorous Balanced Literacy Components evident in each classroom: Guided Reading, Shared Text, Read-Alouds, Independent Reading</li> <li>• Rigorous Balanced Mathematics instruction evident in every classroom: Tiered differentiated Workshop Model lessons, Guided Math using assessment to inform groupings of students and appropriate activities, CCLS aligned problem solving, Number Talks</li> <li>• Time scheduled with Literacy Coach/Consultants and Math Consultant for developing clear plans for next steps within Balanced Literacy/Math components, utilization of data during conferencing, planning units of</li> </ul>	Classroom teachers	2014 2015	Principal/Assistant Principal  Literacy Coach/Consultants/ Math Consultant/

<p>work and accounting for all students' writing needs through differentiated activities</p> <ul style="list-style-type: none"> <li>Teachers work in grade level teams to adjust curriculum maps to align to Balanced Literacy/Balanced Mathematics</li> </ul> <p>Small group strategy/Guided Reading/Guided Math lessons utilize data to meet specific instructional needs of students</p>			
<p><b><u>Assessment</u></b></p> <p><b><u>B) Literacy/Mathematics</u></b></p> <ul style="list-style-type: none"> <li>Revise Whole School Assessment Frameworks in Literacy and Mathematics embedding revised, rigorous tasks and rubrics aligned and embed RtI assessment types- Universal Screening and Progress Monitoring</li> <li>Teacher Teams to check for rigor of all assessment tasks using Webb's Depth of Knowledge</li> <li>Embed these refined assessments in the new CCLS aligned curriculum map</li> <li>Develop and establish Local and State Measures with MOSL Teacher Team</li> <li>Monitor implementation of MOSL assessments</li> <li>Facilitate collaborative scoring of MOSL assessments to calibrate professional judgments</li> </ul>	Classroom teachers	9/5/14-6/28/14	Principal/Assistant Principal  Literacy Coach/Consultants Math Consultant
<p><b><u>Consultancy:</u></b></p> <p><b><u>Mathematics</u></b></p> <ul style="list-style-type: none"> <li>Math consultant-collaboratively develop, implement and monitor data informed action plans for K-5 Math consultancy to ensure alignment to annual school goals and MOTP data and focus on data-informed effective teaching and learning of Mathematics</li> <li>Professional Learning sessions focused on Inquiry Work to address needs of SWD and ELL students, involving analysis of data, development and implementation of Math intervention plans to meet the needs of all learners</li> <li>Develop "PS130 Math Handbook of Effective Teaching and Learning in Mathematics" to clarify high expectations</li> <li>Introduce and embed K-5 CCLS aligned Cognitively Guided Instruction (CGI) story problems twice week with a focus on CCLS Math Practice of "Modeling with Mathematics", to build deep understanding, fluency and coherency with reading, understanding, solving and representing all varieties of word problems</li> <li>Refine Number Talks further with a focus on modeling and representation of students' strategies and questioning and discussion techniques ie Talk Moves to build student engagement and participation</li> <li>Collaborate with Math consultant to develop PS130 Family Math newsletter four times year</li> </ul> <p>Investigate parent engagement Tuesday afternoon opportunities together with Family Fridays with a focus on practical, hands-on family friendly Math activities to support students' learning of</p>	Classroom Teachers	9/5/14-6/28/15	Principal/Assistant Principal Literacy Coach Literacy Consultant



**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources: Literacy Coach, Literacy Consultants, Math Consultant, Technology Consultant, Technology Cluster

Instructional Resources: PS 130 CCLS aligned curriculum and assessment documents, PS 130 (ELA) Best Practices for Classroom Set Up handbook, PS 130 Math Teaching and Learning Handbook.

Schedule Adjustments: Common Preps scheduled, Labsites for professional learning scheduled for Math and Literacy/Social Studies

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>	X	<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

School Support Supplement, TL Citywide Instructional Expectations, TL Deferred Program Planning Initiative, TL FSF Legacy Teacher Supplemental, TL MOSL, TL Translation Services.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Mathematics: Mid point check-in with consultant as to achievement of action plan components, Formal and informal observations to ascertain progress. Timeframe: 13<sup>th</sup> February 2014

Literacy: Mid point check-in with consultant as to achievement of action plan components, Formal and informal observations to ascertain progress. Timeframe: 13<sup>th</sup> February 2014

Technology: Mid point check-in with consultant as to achievement of action plan components, Formal and informal observations to ascertain progress. Timeframe: 13<sup>th</sup> February 2014

**Part 6b. Complete in February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

### Needs Assessment /Analysis

The Quality School Guide 2014 indicated the following Learning Environment components’ scores

The Instructional Core score in the Learning Environment Survey was 90%, slightly below the citywide satisfaction score for elementary schools of 92%

As well, the Structures for Improvement score was 88%, being slightly below the citywide satisfaction score for elementary schools of 89%

The School Culture score was 90%, being slightly below the citywide satisfaction score for elementary schools of 91%

One area of need was in School Culture related to student behavior. As well, the Quality School Review in 2011 indicated a need to focus on building student leadership skills

This includes the need to continue to build teachers’ proactive behavior management skills and strategies. These skills are foundational to facilitating a supportive and positive school environment and climate which caters for all students’ academic as well as social and emotional needs.

### Summary of strengths and needs

- Data indicates need to analyze the School Culture and Systems for Improvement scores more fully to ascertain needs of parents and teachers
- Further analysis revealed concern of teachers was “ order and discipline being maintained”, a need expressed by teachers
- Our analysis of data revealed that we needed to increase teachers and parents shared understandings of effective proactive and positive behavior management techniques, to develop “Responsive Classrooms” in every classroom in our school
- Need to build student leadership forums

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

**Annual Goal** By June 2015, 100% of school staff will be trained in the Responsive Classroom approach, with a focus on developing and scaffolding each child’s social/emotional and academic development and further building teachers’ behavior management skills.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>5. Strategies to increase parent involvement and engagement</li> <li>6. Activities that address the Capacity Framework element of Trust</li> </ol>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>• Introduce consistent school-wide positive behavior management strategies, focused on each classroom as well as for outside-classroom behaviors- Responsive Classroom practices</li> <li>• Ongoing Professional Learning on <u>Responsive Classroom</u> techniques for each classroom/cluster teacher/ paraprofessional (see Professional Learning Plan)</li> <li>• Follow-Up with implementation school-wide through actionable feedback during informal and formal observations</li> <li>• Develop school-wide consistent Behavior Improvement Plan template</li> <li>• Continue to refine, revise and monitor behavior management practices to ensure common shared understanding and practices</li> <li>• Communication with parents- expectations- parents' roles and responsibilities, model class meeting at first Parent Teacher Conference</li> <li>• Saturday Institute- March/April_for team to develop draft of Whole School Behavior Management Plan. Refine/edit and teacher team to present to whole staff on Chancellor's Conference Day- June 2015 for whole school decision-making and consensus</li> </ul> <p>Fourth and Fifth grade student Leadership forums established</p>	<p>Classroom Teachers</p> <p>Paraprofessionals School Aides Afterschool Site coordinator</p> <p>Behavior Management Team</p> <p>Parents</p> <p>Students</p>	<p>6/5/14-6/28/15</p>	<p>Principal/Assistant Principal</p> <p>Responsive Classroom trainers</p> <p>Principal/Assistant Principal</p>

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources: Responsive Classroom trainers

Instructional resources: Responsive Classroom texts

Schedule adjustments- Summer Institute and school year 2014-15 organized, allocation of professional learning through day for those teachers, paraprofessionals, school aides, afterschool Program Coordinator, cluster teachers unable to attend Summer Institute

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>	X	<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

School Support Supplement, TL Citywide Instructional Expectations, TL Deferred Program Planning Initiative, TL FSF Legacy Teacher Supplemental, TL MOSL, TL Translation Services.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
8. Specify a timeframe for mid-point progress monitoring activities.

January 2015- all staff trained in first cycle of Responsive Classroom

February 2015- midpoint check-in with formal and informal observations indicating progress in behavior management and establishment of positive classroom environments  
 - midyear Teacher Survey to ascertain progress and ongoing needs

**Part 6b.** Complete in **February 2015**.

9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

### Needs Assessment/Analysis

The School Quality Guide 2014 details the following diverse demographic data of our school:

- English Language Learners 20%
- Students with IEPs 18%
- Students with IEPs (less than 20% time with non-disabled peers) 0%
- Free Lunch Eligible 94%
- Asian 22%
- Black 11%
- Hispanic 34%
- White 28%
- Other 5%

As well the School Quality Guide 2014 details our Math and ELA state data needs.

Mathematics: The School Quality Guide indicates students at PS 130 were “Meeting Target” in Student Achievement and “Approaching Target” in Student Progress. With Closing the Achievement Gap, students were “Exceeding Target”.

The Elementary School Quality Snapshot (2014) The snapshot also indicated that with regards Mathematics Student Achievement, 41% of students met State Standards, being below the district average of 53 % but also above the city average of 39%

With regards Mathematics Student Progress in Mathematics, all students made “fair” Progress with the lowest performing students making “poor” progress.

Literacy: The Elementary School Quality Snapshot (2014) indicated that with regards Literacy Student Achievement, 32 % of students met State Standards, being below the district average of 44% but also above the city average of 30%

With regards Student Progress in Literacy, all students made “Fair” Progress with the lowest performing students making “Poor” progress.

The 2014 Elementary School Quality Snapshot “Closing the Achievement Gap” (p.4) Literacy/Math scores, (our students’ scores as compared to other students who scored at the same level last year) were as follows:

#### Literacy:

**ELL’s** “Good” **SWD’s** “Good”

#### Math

**ELL’s** “Fair” **SWD’s** “Fair” **Lowest Performing** “Good”. With this data, it’s important to note that all ELL students regardless of time in this country are mandate to take the NYS Math test.

The School Quality Review 2011 recommended to improve the capacity of teachers in utilizing technology and expanding parental outreach to share students' goals to support student performance

**Summary of Strengths and Needs**

- \* Data indicates need to continue to focus on differentiation, particularly for ELL's, SWD's and Lowest Performing sub groups.
- \* Using 2014-2015 Instructional focus of "using assessment to drive instruction" as a vehicle to meet all students' needs
- \* Use of teacher teams (grade level and vertical) to build shared understandings of effective differentiation across content areas and build teachers' content and pedagogical knowledge

**Part 2 – Annual Goal**

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teaching staff will work in grade teams to look at student work and assessments (formative and summative) across the curriculum to plan for targeted and differentiated instruction for all students, and will engage in collaboratively planned professional learning to deepen their understanding and strengthen their practice

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Professional Learning Plan to detail all professional learning aligned to each of goals (see attached)</li> <li>• Monday professional learning of teacher teams focused on "Looking at Student Work" sessions, using data to drive more specific and targeted intervention daily. These cycles will be determined by teachers' analysis of data in literacy and Math to build efficacy and teacher empowerment in decision-making in professional learning.</li> <li>• Work in grade level teams to build understanding of:               <ul style="list-style-type: none"> <li>- using literacy data eg running records and miscue analysis to inform next steps in targeted and effective literacy instruction to best meet the specific needs of all students</li> <li>-using math data to inform next steps in targeted and effective math instruction to best meet the specific needs of all students</li> </ul> </li> <li>• Professional learning with external consultancies</li> </ul>	Classroom Teachers (Grade teams)	9/5/14-6/28/15	PS130 Professional Learning Team  Principal/Assistant Principal  Literacy Coach  Literacy/Integrated Studies Consultants  Math Consultant

<p>focused on building teachers' content knowledge and crafting effective pedagogy to meet the needs of ALL learners, particularly ELL's and SWD's. These cycles will incorporate and embed PS 130's instructional focus of "Using Assessment Data to Drive Instruction", aligned to Danielson's component 3d on the Teaching Effectiveness Framework</p> <p>Continue professional development support for Special Education teachers (Integrated Co-Teaching Teams, paraprofessionals, and support providers) in order to strengthen instruction and improve outcomes for Students With Disabilities (SWD's)</p>	<p>ICT teacher teams</p> <p>Support providers</p>		

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources: Literacy Coach, Literacy Consultants, Math Consultant, Technology Consultant, Technology Cluster

Instructional Resources: PS 130 CCLS aligned curriculum and assessment documents, PS 130 (ELA) Best Practices for Classroom Sep Up Handbook, PS 130 Math Teaching and Learning Handbook, Rubrics from Danielson's Teaching Effectiveness Framework, NYCDOE Professional Learning Handbook, Power of Teacher Teams (Bowles & Troen)

Schedule adjustments: Common Preps scheduled, Labsites for professional learning scheduled for Math and Literacy/Social Studies

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA		Title III	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

School Support Supplement, TL Citywide Instructional Expectations, TL Deferred Program Planning Initiative, TL FSF Legacy Teacher Supplemental, TL MOSL, TL Translation Services.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 16. Specify a timeframe for mid-point progress monitoring activities.

Mathematics: Mid point check-in with consultant as to achievement of action plan components, Formal and informal observations to ascertain progress. Timeframe: 13<sup>th</sup> February 2014

Literacy: Mid point check-in with consultant as to achievement of action plan components, Formal and informal observations to ascertain progress. Timeframe: 13<sup>th</sup> February 2014

Technology: Mid point check-in with consultant as to achievement of action plan components, Formal and informal observations to ascertain progress. Timeframe: 13<sup>th</sup> February 2014

**Part 6b.** Complete in **February 2015.**

17. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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18. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

### **Needs Assessment & Analysis**

The Quality School Guide 2014 : Responses from teachers on the Learning Environment Survey indicated the need for further involvement and awareness of strategic decision-making. Teacher leadership has been an ongoing development at PS130 and there is a need to refine these processes further to maximize teacher involvement and efficacy.

### **Summary of School’s Strengths and Needs**

- Continue to build school culture through collaborative decision-making and empowering further teacher leadership
- Continue to document phases of building teacher leadership at PS 130 with teachers
- Empower teacher team to lead other teachers in monitoring of CEP/Strategic Plan and development of 2015/2016 plan, incorporating new school site.

### **Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, build distributive leadership structures involving teachers, students, coaches and administrators

### **Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
20. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
21. Strategies to increase parent involvement and engagement			
22. Activities that address the Capacity Framework element of Trust			

<ul style="list-style-type: none"> <li>Continue to refine processes of teacher leadership within Professional Learning Team- clarify roles and responsibilities, document teacher leadership processes in strategic planning/decision-making, moving to Phase 2 of Strategic Planning Processes led by vertical teacher team</li> <li>Grade Level Teacher Teams- every team met to establish norms for working together collaboratively on Monday and Tuesday professional learning time, monitoring professional learning cycles and adjusting/adapting as needed. Collaboratively plan CCLS-aligned Literacy and Math lessons</li> <li>Literacy Committee is an advisory team comprise of teachers from each grade, cluster teacher representative, literacy coach, Principal and Assistant Principal. Met in June 2014 to look at ELA curriculum maps, as well as Integrated Units of Study maps, analyzed vertical alignment of units o ensure CCLS-alignment and identify areas of professional growth</li> <li>Technology Committee is comprised of administrators, one teacher from each grade level, literacy coach, technology teacher and external Technology Consultant. Team articulates school-wide technology needs and instructional goals</li> </ul> <p>Social Emotional Committee is comprised of administrators, one teacher from each grade and guidance counselor. The teacher team meets to develop whole school proactive plan, embedding Responsive Classroom Practices and empowering teacher leadership in strategic decision making</p>	Professional Learning Team  Grade level teacher Teams  Behavior Management Team	9/5/14-6/28/15	Professional Learning Team  Grade level teacher Teams  Behavior Management Team  Principal/Assistant Principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p><u>Human resources:</u> Professional Learning Team/ Grade level teacher teams/ Behavior Management Team</p> <p><u>Instructional Resources:</u> Professional learning Handbook, Setting norms and protocols for Inquiry work information, Responsive Classroom Course texts</p> <p><u>Schedule adjustments:</u> Organize Behavior Management Retreat- venue/facilitation etc.</p>

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic	X	Title IIA		Title III		Grants

List below any additional funding sources that will be utilized to support achievement of the goal.

School Support Supplement, TL Citywide Instructional Expectations, TL Deferred Program Planning Initiative, TL FSF Legacy Teacher Supplemental, TL MOSL, TL Translation Services

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 24. Specify a timeframe for mid-point progress monitoring activities.

Professional Learning Team- interim check-ins each month with progress of grade level teacher team inquiry work

February 13, 2014: Mid year check-in with each group as to progress to date

Professional Learning Team- check-in as to progress of CEP/Strategic Plan.

**Part 6b.** Complete in **February 2015.**

25.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
26.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

### Needs Assessment/Analysis

2014 School Environment score indicated that while 96% of parents were satisfied with the education their children were receiving, 89% of parents felt that the school offers a wide enough variety of courses, extracurricular activities and services.

There are a great range of extra-curricular activities and services available at PS130 so there appears to be a need to further build and strengthen our communication in a variety of ways

### Summary of Strengths and Needs

- Need to deepen our communication with parents- consider deepening use of technology, parent engagement sessions with teachers on Tuesday afternoons, monthly Family Fridays
- Communication considerations with new school site and ensuring clear transparent communication with parents and community for whole school across two sites
- Need to ensure continued strong communication with parents of at-risk students to form trusting, respectful relationships both focused on improving student outcomes academically, socially and emotionally

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, parents will be informed about regularly about Chancellor’s Instructional Expectations, CCLS in literacy and math and social emotional expectations.

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change
28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).
29. Strategies to increase parent involvement and engagement
30. Activities that address the Capacity Framework element of

**Target Group(s)**

*Who will be targeted?*

**Timeline**

*What is the start and end date?*

**Key Personnel**

*Who is responsible for implementing and overseeing the activity/strategy?*

Trust			
<ul style="list-style-type: none"> <li>• Google doc site will be strengthened so that parents can access it more freely (see Rigorous Instruction- Literacy Media Technology section)</li> <li>• CCLS Family Math Newsletter- quarterly</li> <li>• Parent Coordinator/Curriculum night/Classroom Visits/Class Parent breakfast/Open School Week/Parent Appreciation Day breakfast</li>   <li>• Multi-layered Parent workshops (linked to annual goals)- ARIS Parent Link, Learning Leaders (4 workshops for parents to become parent volunteers), ESL parent orientation workshop, Technology, 2 open houses for Kindergarten and Pre-K , every month parent breakfast with principal and PTA recap, Middle School (2 sessions), K437 – Middle School options with new school, new Positive Responsive Classroom vision for school , ELA Parent workshop, Math Parent workshop, Science, counseling, parent workshops, technology parent workshops</li> <li>• Curriculum night: all teachers to model Class Meetings with Parents as introduction to Responsive Classroom. Teachers prepare curriculum packets, as well as grade level policies, scheduled, and grade specific information eg. Homework policies, are provided to parents during an hour-long teacher presentation in each classroom</li> <li>• June and August Family Letters: At the end of the school year, each child receives a letter from the next grade’s teachers, along with suggested summer work, and supply lists for the coming year. In addition, each teacher sends home individual welcome letters to their students in August</li> <li>• Building walk through with SLT And PTA executive board (approx. 10 parents) to share effective instruction in building and to ground parents in the reality of our practice in core instructional model – witness first hand implementation of integrated units/ Math instruction/ ESL/ resource room/OT and PT /Orton Gillingham/ Reading Recovery</li> <li>• Cooper Union- 5<sup>th</sup> Grade to go to Cooper Union and tour university; Engineering students to come into school</li> <li>• <u>College &amp; Career Readiness: Career Day-</u> parents and community members share their careers through discussion</li> <li>• *Pratt Institute- scholarships for aspiring artists at PS 130</li> <li>• Ongoing parent engagement in considerations regarding development of new school site K347</li> <li>• School web site: Technology cluster and parent volunteer consultant to lead the ongoing updating of the PS 130 website to ensure greater communication with parents electronically, incorporating variety of multi-media tools</li> <li>• Class webpages for every class, maintained and</li> </ul>	PS 130 Parents & Community Members	9/5/14- 6/28/15	Principal/Assistant Principal  Parent Coordinator  Grade level teacher teams  School Leadership team  Technology Cluster  Technology Consultant

<p>regularly updated with current curriculum focus, class celebratory activities, parent invitations etc.</p> <ul style="list-style-type: none"> <li>• Parents involved in/informed of decision-making processes with students with IEP's: programming adaptations, IEP goals and achievements, and involved in planning next steps</li> <li>• Close liaison with parents to monitor each student's progress</li> <li>• Meetings with every parent of child with IEP, by October 2014</li> <li>• Ongoing progress monitoring meetings through year. PTA parent survey</li> <li>• Parent Garden Committee: created the Butterfly garden with curricular tie-ins (garden study in kindergarten, insect study in first grade and three sisters garden study in fourth grade)</li> <li>• Parent Art Committee: an annual art auction to raise money for art supplies and art initiatives; provide in-class support for teachers with art projects; establish and maintain "art boxes" for kindergarten and first grade Choice Time; provide afterschool art workshops for teachers and afterschool team leaders</li> <li>• PS 130 School Messenger: Automated voicemail messages for all parents and staff members apprising them of upcoming events, school closings, students absences and other important school news.</li> </ul>			

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources: Parent Coordinator, parent volunteers, Learning Leaders, Community Resources,

Instructional Resources: Technology cluster/technology coordinator with parent coordinator regarding website,

Schedule Adjustments: Close liaison with parent coordinator to organize schedule of workshops, breakfasts, - organization of all other breakfasts/meetings/curriculum teas/class celebrations on school-wide calendar for transparent communication

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 32. Specify a timeframe for mid-point progress monitoring activities.

February 2015: SLT’s Mid Year survey with parents to check on progress and needs, including “Learning Environment” items

**Part 6b.** Complete in **February 2015.**

33. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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34. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	ELA formative and summative assessments are used to determine eligible students for AIS intervention services	For students in first and second we offer F & P Literacy Intervention Program, Wilson, Reading Recovery and Orton-Gillingham  For students in grades three, four and five we offer F & P Literacy intervention program, Wilson and Orton-Gillingham	Intervention services are offered to students in different models of instruction according to students' needs: one to one, small group and tutoring	Intervention services are offered both during the day as a pull out program and afterschool.
<b>Mathematics</b>	Math formative and summative assessments are used to determine eligible students for AIS intervention services	Number Talks, Cognitive Guided Instruction story problems, Guided Math	Intervention services are offered to students in small group setting	Intervention services are offered afterschool
<b>Science</b>	ELA formative and summative assessments are used to determine eligible students for AIS intervention services	Fourth grade Science curriculum and FOSS Kits	Intervention services are offered to students in small group setting	Intervention services are provided to fourth grade students after school
<b>Social Studies</b>				
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	PPC committee recommendation, Teacher recommendation	Counseling	Intervention services are offered one to one or small group	Intervention Services are provided during school

## Section 7: Title I Program Information

### Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

We have long been committed to teacher leadership and empowering a collaborative professional learning community which has resulted in high teacher retention rate. Our teacher candidates are recommended by school staff, parents, consultants and colleges. We have a three tier interview process: Candidate is first interviewed by administration, we follow up with a demonstration lesson and finally candidate is interviewed by our hiring committee.

We promote retention by offering all our teachers professional growth opportunities both in house, through consultancy and teacher teams as well as Professional Development from outside organizations, inter visitations, and more. Administration also encourages teacher initiative in pursuing self-selected professional learning opportunities.

#### 2b. 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).

Professional Development is provided to teachers, paraprofessionals and school staff in the following instructional practices which are in place across the grades that promote student engagement, including high levels of student thinking, participation and meet CCSS are:

- Accountable talk structures (emphasis placed on repeating, restating, adding on, gaining clarification, agreeing/disagreeing, being silent; turn and talk; student led class discussions; etc.)
- Flexible Guided Reading and Math groups, formed on the basis of assessments
- Differentiated Literacy and Math tasks and activities that provide practice and reinforcement of skills and strategies (e.g., reading responses, guided reading and word study extensions, Cognitively Guided Instruction Problems in math, open-ended, rigorous Math Exemplar problem solving tasks, K-5 Number Talks)
- Class meetings & discussions for both academic and social/emotional purposes, in which student voices are heard and valued, and the teacher “facilitates” rather than leads the discussion
- Engaging, developmentally appropriate integrated units of study that provide multiple entry points for learning, and provide opportunities for hands-on, experiential learning, integral to student engagement (see Integrated Units of Study Timelines)
- Student choice incorporated throughout the day and the curriculum (literacy and math centers, choice time,

writing topics, independent reading books, etc.)

- Responsive Classroom structures that promote classroom community, empathy and collective responsibility and that take into account children’s social/emotional/physical needs, as well as academic needs.
- Incorporation of purposeful play during “choice time” in the early childhood grades, with an understanding of child development, and the learning needs and styles of young children
- Classroom structures that scaffold students for independence (writing centers, management boards for small group work, communal materials & resources readily accessible, classroom libraries carefully labelled and accessible to students, etc.).
- Focus on open-ended questioning (3b: Using Questioning and Discussion Techniques), that further challenges students thinking (Number Talks in Math, read aloud discussions, class discussions around images, artifacts, activities and trips related to the Integrated Units of Study, )
- Supports for SPED and ELL students (charts w/visuals, redundancy of concepts and language provided by the studies, Orton-Gillingham, Judith Hochman Writing, LLI Kits, explicit teacher modeling in Shared Reading, Interactive Writing, etc.)
- Three Act Tasks- Problem Solving and Problem Posing by students in Mathematics

**The Danielson Framework for Teaching is used as the primary reference source for all instruction and teacher feedback and support. Structures put in place to support communication of high expectations to the teaching staff, and to support them in their practice include:**

- **Professional Development for the Danielson Framework for Teaching:** In order to provide ongoing support to teachers in the 2013/2014 school year when MOSL/MOTP and the Danielson Framework for Teaching were introduced one 37 ½ minute morning intervention period was dedicated to professional learning (as per UFT contract). Examples of support provided include: presentations by Network support personnel; working in vertical, as well as horizontal, grade teams to analyze videos of teaching using the Danielson Framework; opportunities to read, reflect, and question the framework, etc.
- **Best Practices for Classroom Setup booklet:** Created in an effort to establish consistency in classroom setup and environment in alignment with expectation from the Danielson Framework (Domain 2: Classroom Environment). The document provides examples and rationales for organizing physical space in the classroom (meeting areas, small group work, communal resources and materials, library organization, etc.).
- **Best Practices for Math Instruction booklet:** developed this year to establish shared understandings of the many layers of Math instruction at PS 130.
- **Best Practices Documents for PT Conferences and Report Card Comments:** Transitioned from open door PT conferences w/o appointments, to an established protocol of conference appointments, and guidelines for writing short narratives for each student for the report cards.
- **Balanced Literacy Framework for Reading Workshop:** Documents that support a consistent approach to literacy instruction (GR planning templates, Reading Conference forms, samples reading workshop schedule, etc.).
- **Responsive Classroom:** All staff training in Level 1 of the Responsive Classroom approach (four day institute) in an ongoing initiative to establish school-wide norms and approaches to behavior management, as well as classroom environment and student engagement.

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. 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).

#### Part 4: SWP Schools Only

##### 4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Our Pre-K curriculum is aligned with the rest of the school, Pre-K teachers participate in school wide professional development and students participate in all school wide activities and services available at the school. Pre-K parents also participate in all school wide activities, classroom activities and are welcome to become class parents and volunteers.

##### 4b. 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.

Our assessment selections have changed organically. For the past 10 years we have selected and performed math and literacy assessments. Teachers analyzed the results of the assessments and communicated their need to change them because the assessments we had did not fully evaluate well our students' learning and did not align to our curriculum and standards. For literacy we used TC running records and writing on demand, in math we used the Every Day Math end of unit assessment

Currently our teachers have selected and use F & P Benchmark reading assessment and we are currently learning to use First Steps writing continuum to analyze student writing. In math we are currently using ECAM, Exemplars, end of unit tasks as well as addition, subtraction, multiplication, division interview sheets and Cognitive Guided Instruction word problems.

In the words of one of our teachers, our assessment model has grown out of trial and error; seeing which assessments align with our instructional focus, what the assessments teach us about student learning, and provide the basis for next steps.

##### Using Assessment to Adjust Instructional Goals and Professional Development Goals:

- **Writing Instruction:** Consistent feedback from the PD Committee, teacher teams, and assessments highlight the need for a school-wide focus on writing instruction. This is evidenced by student work samples across the grades, and in conversations with grade representatives on the PD Committee, as well as with individual teachers in their IPC conferences. We have hired a writing consultant who will work in cycles of 5 days with teacher teams in a lab site format, with our aim being to develop cohesive practices around looking at student writing to inform instruction.

**Reading Assessments:** We moved from TC benchmarks assessments to F&P Assessments after purchasing the F&P Literacy Intervention Kits for all grades for use in Guided Reading instruction. Beginning in 2012, one of our instructional focuses was Guided Reading. Extensive professional development in the use of the LLI kits, as well as in the F&P Benchmark Assessments was provided to all grade teams by our in-house

#### 4c. "Conceptual" Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$619,325	X	13, 16, 19, 22, 26
Title I School Improvement 1003(a)	Federal	0		
Title I Priority and Focus School Improvement Funds	Federal	0		
Title II, Part A	Federal	\$126,203	X	13, 16, 19, 22, 26
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	\$16,770	X	13, 16, 19, 22, 26
Tax Levy (FSF)	Local	\$3,378,135	X	13, 16, 19, 22, 26

#### <sup>1</sup>Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. PS 130, 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 the school and the families. The 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 the school community. PS 130 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC) Template

**PS 130**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

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

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

Principal <b>type here</b>	Assistant Principal <b>type here</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>type here</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	Total number of ELLs	ELLs as share of total student population (%)	<b>%</b>
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# Part II: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):

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

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

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL										0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: _____										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	<b>0</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Paste response to questions here:
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Paste response to question here:

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAOC tool](#))  
**Paste response to question here:**
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?**Paste response to questions here:**
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
**Paste response to question here:**
6. How do you make sure that a child’s second language development is considered in instructional decisions?  
**Paste response to question here:**
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?**Paste response to questions here:**
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
**Paste response to question here:**

## Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
**Paste response to question here:**
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
**Paste response to question here:**
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
**Paste response to question here:**
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
**Paste response to question here:**
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
**Paste response to question here:**
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
**Paste response to question here:**

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

**Paste response to questions here:**
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

**Paste response to question here:**
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

**Paste response to question here:**
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

**Paste response to question here:**
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here:

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

Paste response to question here:

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

Paste response to question here:

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

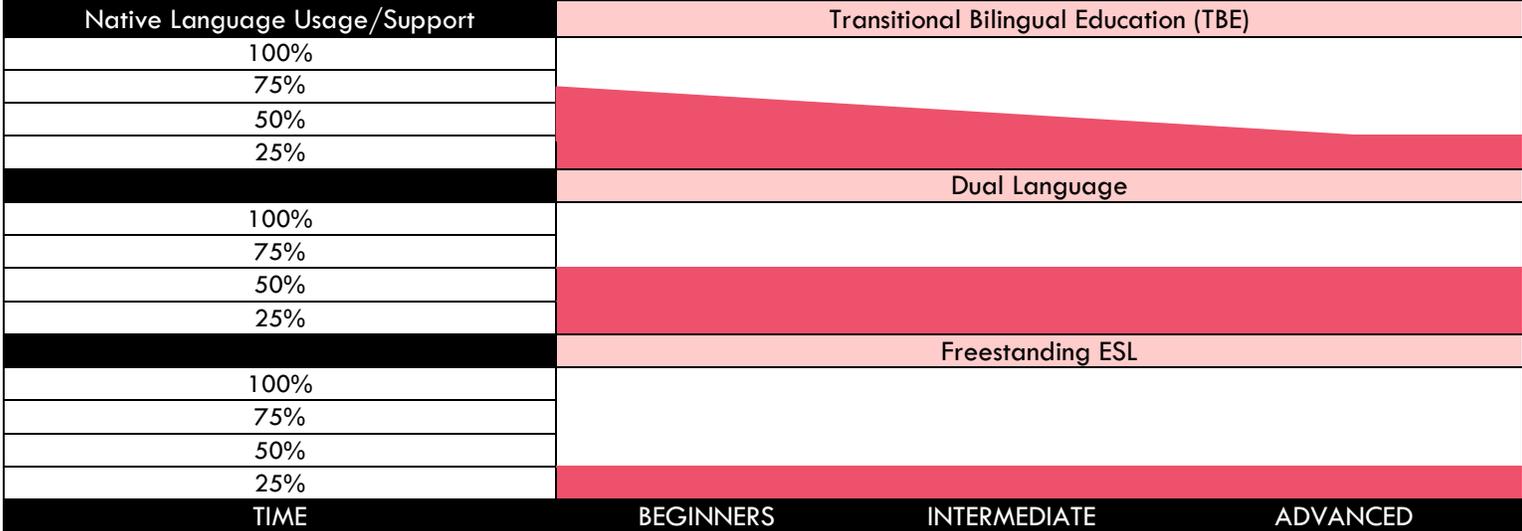
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
**Paste response to question here:**
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
**Paste response to question here:**
11. What new programs or improvements will be considered for the upcoming school year?  
**Paste response to question here:**
12. What programs/services for ELLs will be discontinued and why?  
**Paste response to question here:**
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
**Paste response to question here:**
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
**Paste response to question here:**
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
**Paste response to question here:**
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
**Paste response to question here:**
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
**Paste response to question here:**
18. What language electives are offered to ELLs?  
**Paste response to question here:**
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

**Paste response to questions here:**

## C. Professional Development and Support for School Staff

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

**Paste response to questions here:**

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

**Paste response to questions here:**

### **E. Additional Information**

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

**Paste response to question here:**

# Part VI: LAP Assurances

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

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

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

DBN: **15K130**      School Name: **The Parkside School**

Cluster: **CFN102**      Network: **CFN102**

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

**Part A: Needs Assessment Findings**

---

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 80
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 2  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The Title III program at P.S. 130 provides supplemental instruction to English Language Learners in an after school program. It includes two trips that will take place on Saturdays in the Spring from 9:00 am- 1 pm. The after school program will service approximately 80 ELLS at a time, in four different cycles of 20 students each. Two ESL certified teachers will provide direct instruction to 20 ELL's. Student groups have been differentiated by ESL proficiency levels and ELA reading and writing levels. The cycles will last for approximately six weeks, and will meet two days a week. (Grades 4-5, Grades 2-3, 1st grade, Grades 4-5). There will be one group of beginner students and another group comprising of intermediate and advanced students that will meet twice a week (Wednesdays and Thursdays) from 2:40-4:10 for 46 sessions from November 2014 through May 2015. The focus of the instruction will be literacy with the intent of improving the students' language skills, specifically in the areas of reading and writing. The ESL teachers use the materials from our social studies integrated units of study whose themes will be used for the enrichment purposes during our afterschool program. Immigration and New York City will be two of our focused areas of study. We will be using books related to the themes of immigration and New York City, and will incorporate ESL strategies. We will also be utilizing the Imagine Learning program which offers differentiated and personalized instruction for English Language Learners. The afterschool program will be supplemented with two Saturday trips. Both trips will be aligned to the afterschool curriculum. One Saturday trip will be to the Lower East Side Tenement Museum and the other will be to the Museum of the City of New York. Both of the trips will be aligned to the professional development and instructional practices of the two Title III teachers.

**Part C: Professional Development**

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

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

Begin description here:

The two ESL teachers (Patricia Brown and Kathleen LaGreca) that will be teaching the after school

### Part C: Professional Development

program and facilitating the two day trips will be attending Professional Development sessions that will assist them in teaching the students about immigration and the city of New York.

November 4, 2014 (9:00am -3:30 pm) – The Tenement Museum – Chancellor’s Day Cultural Adaptation Workshop.

December 2, 2014 - The Museum of the City of New York – Archeology in New York (9:00 am-3:00 pm) 2 Teachers.

April 17, 2015 – The Museum of the City of New York – The Ashcan School in N.Y. (9:00 am-3:00 pm) 2 Teacher.

June 4, 2015 - The Museum of the City of New York - Activist New York Engaging Students with the City Museum and Facing History and Ourselves (9:00 am-3:00 pm)

4 Teacher Workshops - Reading Strategies for ELLS Study Group – provided by Pat Brown and Katie Lagreca (certified ESL teachers) Teachers will participate in a study group, reading and discussing a book related to pedagogy and English Language Learners and sharing best practices.

Once a month from December to April (2 Mondays from 3-4) (2 common preps for 50 minutes each.)  
(\$42.08 x 7 teachers x 2 = \$589.12)

Monday, January 12, 2015 from 3-4

Monday, February 12, 2015 from 3-4

Tuesday, March 17, 2015 from 8:20-9:10

Tuesday, April 21, 2015 from 8:20-9:10

### 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: Morning Workshops for Parents once a month – 45 minute sessions

Friday, December 20, 2015 from 7:45-8:30

Friday, January 17, 2015 from 7:45-8:30

**Part D: Parental Engagement Activities**

Friday, February 13, 2015 from 7:45-8:30

Friday, March 20, 2015 from 7:45-8:30

Topics are:

- Reading to your child (A workshop for parents of kindergarten and first grade students to assist them with reading strategies that they can use with their children.)
- Technology Resources for ELLs (An interactive workshop for parents of students in grades 2-5 to support the use of educational technology in the home. The ESL teachers will be available to demonstrate the use of technology and assist the parents with practicing the skills needed to use the computer programs at home with their children.)
- Imagine Learning Progress Report (for grades 2-5 parents of ELLs who have been using the Imagine Learning computer program to let them know what their students are learning in the program and how they are progressing.)
- Practicing Storytelling for the NYSESLAT (for grades 2-5 parents of ELLs to help them with activities and strategies that they can use to improve their child’s listening and speaking comprehension, which will help them prepare for the NYSESLAT.)

Workshops will be conducted by two ESL Certified teachers, Katie LaGeka and Patricia Brown. Principal, Maria Nuziata, will supervise parent activities.

\* Paraprofessional(s) will be utilized for translation services if necessary.

Parents will be sent an invitation home (backpacked with students).

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**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.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>	_____	_____
Educational Software (Object Code 199)		_____
Travel	_____	_____
Other		_____
<b>TOTAL</b>	_____	_____