

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

DBN: (i.e. 01M001): 15K131
School Name: PS 131
Principal: RUTH N. QUILES

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Public School 131K School Number (DBN): 15K131
School Type: Elementary Grades Served: Pre K - 5
School Address: 4305 Fort Hamilton Parkway, Brooklyn, NY 11219
Phone Number: (718) 431-1960 Fax: (718) 431-1970
School Contact Person: Ruth N. Quiles Email Address: Rquiles2@schools.nyc.gov
Principal: Ruth N. Quiles
UFT Chapter Leader: Nancy Vido
Parents' Association President: Beatriz Osorio
SLT Chairperson: Violet Windbisch
Student Representative(s): N/A

District Information

District: 15 Superintendent: Anita Skop
Superintendent's Office Address: 131 Livingston Street, Brooklyn, NY 11201
Superintendent's Email Address: ASkop@schools.nyc.gov
Phone Number: (718) 935-4317 Fax: (718) 935-4356

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 612 Network Leader: Cynthia J. Felix

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:

1. 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*.
2. 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.**
3. 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)
Ruth Quiles	*Principal or Designee	
Nancy Vido	*UFT Chapter Leader or Designee	
[Sarah Mohammed	*PA/PTA President or Designated Co-President	
Flor Gonzalez	DC 37 Representative, if applicable	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Elizabeth Acevedo	Teacher	
Violet Windbish	Teacher	
Jana Schultz	Parent	
[Maria Laver	Parent	
Sieczka Katarzyna	Parent	
Ivona Sadlowdka	Parent	
Alexis Dewald	Teacher	
	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"> • 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.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: 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 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:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. 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:

1. 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.
2. School strengths, accomplishments, and challenges.
3. 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:

PS 131

Mission Statement

We, the school community, in a strong collaboration with parents and community, believe that all students can meet high standards of excellence within a safe and nurturing environment. We are committed to rigorous instructional programs in Literacy, Mathematics, Science and Technology and engaging Professional Development which address the cognitive, social and creative growth of our students. We will pursue models of standards-based instructional programs which provide opportunities for all students to be active learners within learner centered classrooms. Our mission is to set forth high standards with clear expectations which will enable all students and teachers, in partnership with parents, to become lifelong learners, capable of meeting the challenges of our ever changing technological society.

Our motto is "PS 131 where acquire the knowledge, the voice and the conviction to live out their dreams." This year we have added as a motto for students "I believe in myself, I know I can do it." These speak to the belief system that drives our passion and insatiable desire to have students create dreams for the rest of their lives and acquire the skills and motivation to fulfill them.

PS 131 is a community school that serves 1150 students. We currently have four half day pre k classes. This is the only way we can serve the most students in our community. Even though many more pre k programs have opened up across our city, we sit in Boro Park Brooklyn and there are few programs in this neighborhood. I would like to have full day programs but it would be a disservice to 36 students. In Kindergarten we have 8 classes, 8 classes in grade 1, 7 classes in grade 2, 6 classes in grade 3, 6 classes in grade 4 and 5 classes in grade 5. There are 2 ICT classes in grades k through 2 and one ICT in grades 3 through 5. We also currently have two self contained classes in grades K and in the upper grades.

We have partnerships that enhance our academic and artistic skills. Teachers College is our partners in literacy. Aussies, Exemplars, Engage NY and Phil Daro support our mathematics program. The arts are the vehicles we use to provide other venues for expression. Our art partners are: Studio in a School, Together in Dance and Brooklyn Conservatory of Music.

We have historically made progress with the lowest third in all subject areas. We are very proud of serving our needy students. This is our moral imperative. We are always challenged by the sheer number of ELLs. This number has grown to 46%. When given time in our academic institution these students make significant progress. Lately we are challenged with having students arrive that in the upper grades with little formal instruction. After a year and a day they are tested when for many of them the structure of a formal school is here that they first acquire it.

PS 131 won the UFT partnership award in 2012. We believe that it is our mission to support all students. The only way this works is when administration and teachers work together towards this goal. It is administrations job to provide support and tools for teachers so that they can meet the needs of our students. We listen to each other and work collaboratively.

Our area of greatest growth was in mathematics. We went from 36% proficiency to 44.9% proficiency. The average proficiency in math was 2.734 and now is 2.87. We began a new math program from the state, Engage NY. This was a

struggle for our teachers to learn but they did. This program makes students make their thinking and problem solving visible. This has also increased vocabulary and excited students about math.

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.

The curriculum that we use is continuously being adapted to meet the needs of our students. We use Teachers’ College units in reading and writing along with Foundations and Words their Way in word work. In mathematics we utilize the state curriculum of Engage NY along with Performance based assessments which include Exemplars. All of these curriculums are aligned to the CCSS. Inquiry work on rigor and student engagement enhances the curriculum.

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.

To develop an instructional focus that will improve the percentage of ELLs making progress from 57.3% to 60%, ELA average proficiency from 2.49 to 2.6, math average proficiency from 2.87 to 2.95, and special education students from 2.7 to 2.9 in Ela and from 11.1 to 12.5 in math by June 2015.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Staff will come together and develop bottom line expectations for “every teacher is a teacher of literacy.” It will be a school wide bottom line.	Administrator, and teachers	September 2014- December 2015	Administrators and team facilitators
Utilize looking at student work protocols to assess meeting goals and to plan accordingly.	Administrators and teachers	September 2014-June 2015	Administrators and team facilitators.
Discuss, decide and implement strategies for ELLS that will improve progress in literacy	teachers	September 2014-June 2015	Administrators and team facilitators
Conduct walkthroughs with and without students present to provide feedback on classroom environment (for student independence) and for student engagement.	teachers	September 2014-June 2015	Administration, coaches and teachers.

Part 4 – Resources Needed

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

Scheduling for inter visitations and data systems will be necessary.

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.

Contract for Excellence

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:

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

January 2015 will be the midpoint. Benchmark assessments administered the second time and Fountas and Pinnell levels in January will inform us if we are on target.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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- 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.

According to learning environment survey parents feel that their children are safe. Our numbers of suspensions is 0%. Even though students are predominantly well behaved they lacked a sense of ownership at the school. We need to provide them with skills and opportunities to be leaders. It is not enough that the adults take care of their issues they need to be able to navigate their emotions and know how to handle situations. Students can also be in charge of their learning. Opportunities where they help one another in their learning will provide for self-motivation which they can carry with them in anything they do.

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.

To increase the number of students participating in leadership roles as evidenced by an increase in student participation and a decrease in student incidents by June 2015.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Students will participate in creating campaigns and have other classmates vote for them to become class presidents. These class presidents will meet with administrator and bring the needs of the class to us.	students	September 2014-June 2015	Assistant principal
Students will participate in peer mediation. In order to become a mediator students have to apply and be interviewed by a committee. They will be trained in peer mediation and then mediate issues amongst students with direction.	students	September 2014-June 2015	Assistant principal and guidance counselor
The child study team will meet to discuss any issues that students may have that impede their learning; attendance, learning concerns, behavior issues, etc... This team will then assign an overseer to the student who is to inform the team after an intervention has been applied.	students	September 2014-June 2015	Team members.

In classrooms students will engage in partner work; partner reading, peer evaluations, grand conversations, etc... These activities provide for a safe environment in which students feel accepted by one another.	Students	September 2014-June 2015	Administration and classroom teachers
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Time for training and time from student schedules. Classroom instruction to include these opportunities.

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.									

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:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
January 2015 is the midpoint. The number of referrals and behavioral issues will inform us if we are on target.				
Part 6b. Complete in February 2015 .				
Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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 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.

At the end of last school year the teachers filled out a survey that indicated what they wished to learn about and what area did they feel they were proficient in that they would like to share? This was presented to the staff and they signed up for an inquiry group or as a facilitator to study this year. The ELA scores only improved by .6 % which has been our smallest progress in a few years. Teachers will be engaged collaboratively studying the area of greatest need for our students. 57.3% of ELLs made progress which is down from 70.9% the prior year. Learning about ELLs is a clear need. There are clearly many expert teachers here in various areas and learning in teams enables them to learn from one another.

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 the teachers will have demonstrated implementation of best practices learned through collaborative professional development, as evidenced by an increase in effective and highly effective ratings for all teachers in Danielson components 3c and 3d.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Professional development committee will create the pd plan for the year in cycles.	Administrators and teachers	June 2014-June 2015	Teachers, coaches and administrators.
Horizontal teams will meet within a four week cycle. They will look at student work in literacy, develop plans and make curriculum decisions.	Administrators and teachers	September 2014-June 2015	Administrators and team facilitators
Vertical teams will meet within a four week cycle. They will look at student work in literacy and identify the intensity as the work goes up through the grades.	Administrators and teachers	September 2014-June 2015	Team facilitators and administrators

Whole school book study on ELLs. They will look at research, articles and books to study ell development and scaffolding of lessons.	Administrators and teachers	September 2014-June 2015	Team facilitators and administrators
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Part 4 – Resources Needed

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

Scheduling of meetings to plan for the meetings, resource materials on ELLs and the CFN support on protocols for team meetings.

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		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.

Contract for Excellence, Tax Levy Citywide Instructional Expectations

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:

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

January 2015 will be the midpoint and surveys will be conducted at the end of a cycle and discussed within the pad committee for future planning.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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• 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 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.

All staff members of PS 131 attend professional development that is relevant to their practice. We all attend PD at Teachers College and they also come to the school to work in classrooms with teachers. We also collaborate with an Aussie staff developer in mathematics who also works with groups of teachers and coach. Our data in ELA demonstrates minimal growth so we have joined a pilot program with the doe in RTI. RTI training is for a team that represents all constituents and then brings back the information to the school. This past year only 57.3% of our ELLS made progress which is lower than past years so we are engaging in book study on ELLS.

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.

To engage in professional development activities in Ela, math, RTI and ells 90% of our professional development activities, as evidenced by agendas and minutes, by June 2015.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Attend Teachers College workshops for Principal, administration and teachers both at the college and in school. Share all learning with appropriate staff.	Principal, administrators, coaches and teachers	August 2014-June 2015	Administrators and Literacy Coach
Attend Aussie, Exemplar and Phil Daro workshops both in and outside the classroom. Share all learning with appropriate staff.	Principal, administrators, coaches and teachers.	August 2014-June 2015	Administration and Math Coach
Attend RTI core team meetings and whole team meetings. Develop an infrastructure and plan for implementation. Share with entire staff.	Principal, administrators and teachers	October 2014-June 2015	RTI team.

Study ELLs-development and scaffolding instruction.	Principal, administrators and teachers	September 2014-June 2015	Administrators and team facilitators.
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Part 4 – Resources Needed

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

Funds for per diem and per session coverages. Schedule changes will be necessary depending on the activity. Monies for the programs and expertise.

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

Contracts for Excellence

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:

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

The midpoint will be January 2015. Professional development chart will inform if we are meeting benchmark.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
• 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.

In our school snapshot 97% of parents are satisfied with the education their children receive and 91% feel that we offer a variety of programs; even with this we do not have enough students making progress. In order for our school to make progress we must enlist and embrace parental involvement. Parents must become informed about the CCSS and what benchmarks their children must achieve. Providing information, enlisting their assistance and providing materials will improve our 26% in Ela and our 45% in mathematics.

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.

To communicate with families to assure partnership on the school’s instructional priorities during Tuesday parental involvement, minimally six times , by June 2015; as measured by attendance report submitted by Parent Coordinator.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Progress reports will be provided in January that will indicate student progress in meeting CCSS.	All students	January 2015	Classroom teachers
Parent teacher conferences will be held four times this year. Two of these will be for individual progress conversations and the other two will be based on content and curriculum.	All students	September 2014, November 2014, March 2015 and May 2015	Classroom teachers
Parents of students who will take standardized exams will receive a workshop on the exam and receive materials to use with their children at home	All students	February and March 2015	Literacy coach, math coach and ESL teachers

Parents will be invited to Tuesday parent meetings where current curriculum will be presented along with at home activities.	All students	2014-2015 school year	Classroom, cluster and coaches.
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Part 4 – Resources Needed

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

This will be done after school and on weekends. Will need personnel to direct parents to appropriate activities. Curriculum materials for parental use and per session monies will be necessary.

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

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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:

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

Mid-point progress monitoring will be in January 2015. Parent survey will inform if we are meeting our Benchmark.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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- 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students who fall below benchmarks on the TC grid and/or score level 1 or 2 on State exam.	Read aloud, shared reading/writing, interactive writing, and repeated reading, and guided reading, strategy groups, intervention reading/writing program.	Small group, peer groups, partners, and tutoring.	Most during the school day and some after school and Saturdays.
Mathematics	Students who score 70% or less on end of unit assessments and /or students who scored a level 1 or 2 on State exam.	Problem based assessments with peer feedback, exit slips and intervention program.	Small groups, peer groups, partners and tutoring	Most during the school day and some after school and Saturdays.
Science	Students who are struggling on classroom exams and who received a level 1 on State exam.	Hands on project based inquiries	Small group and one to one	During and before school activities.
Social Studies	When students continuously miss the big idea in this content.	Strategy lessons	Small groups	During the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Number and type of behavioral referrals made to guidance counselor and/or school psychologist	Conflict Resolution program	One to one and small groups	During the day and after 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.

x	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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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.

Recruitment-we reach out to NYU, LIU, St Joseph's and Columbia University for candidates. A team reviews the resources for interviewing. The team consists of the Principal, Assistant Principal and an ICT teacher –if a partner is being recruited. Interviews are held and viable candidates are asked to return and provide a demonstration lesson for the team. The team agrees through consensus that should be hired.

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

Assignment- All teachers are assigned within their license area.

Support- Administration provides consistent support through written and verbal feedback both by the Principal and Assistant Principal. Follow up may be provided by other school personnel who may have a particular area of expertise.

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).

Staff development is provided by Teachers College, the CFN, DOE and Aussie Staff Developer. All professional development activities are in line with our school goals and areas of need.

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.).

Every June new families of preschool children are invited to school. They meet with support staff as well as the teachers and para professionals in the program. They visit the classrooms and are given a booklet of ways to prepare their children for pre k. When children arrive in September, allowances are made for students that are having adjustment issues; parents stay, guidance counselor meets them at door, etc. Parent and child literacy sessions are planned as monthly activities. This is where parents read along with their child and they learn what questions to ask. The book is then sent home for re reads.

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.

We work closely with Aussie staff developer in mathematics that works with teachers along with the coach that they look at assessments. Teachers then provide input and meet with the cabinet. The literacy coach provides different assessments and then gets teacher input that is brought to administration. Decisions on which assessments are also flexible. We have and will continue to make adjustments to assessments as teacher use them, analyze and then plan accordingly.

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 codes¹. 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 consolidated². **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	907,596	x	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	206,049	x	
Title III, Part A	Federal	55,628	x	
Title III, Immigrant	Federal	16,770	x	
Tax Levy (FSF)	Local	5,501,157	x	

¹Explanation/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.

²The **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)

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. **[Public School 131]**, 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. **[School name]** 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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<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 131	DBN: 15k131
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: 65
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 5
of content area teachers: 1

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: PS 131 has a large number of new arrivals. Some of these new arrivals come with little formal education. ELLs only have a year and a day before they must sit for both ELA and Mathematics exams. An afterschool program that supports them in ELA and Mathematics will support them academically and prepare them for the state exams. We have defined new arrivals as students who have been in an English language system for two years or less. Students in grades 3 through 5 that meet the above mentioned criteria of new arrivals will be the targetted subgroup. This after school program will take place on Wednesdays and Thursdays from 2:30 through 4:30 PM. Students will receive instruction in ELA on Wednesdays and then instruction in mathematics on Thursdays. The program will run from November through May. There will be additional Saturday classes during March and April that will provide test preparation for the NYSESLAT. The language of instruction will be English only. There will be 6 teachers. Three teachers are certified bilingual teachers and two teachers are certified ESL teachers, one is a special education teacher. The ELA program will be Success for All. This program has been proven to be successful with ELLs. The math program will be Summer Success in Math. This is a focused intervention math program.

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: A coordinator will offer semi monthly Staff Development workshops. The workshops will be two hours in length. One of these workshops will be for teacher team meetings where they will plan rigorous lessons that are Common Core aligned. The other workshop will be in the use of the Common Core aligned Success for All materials as well as Summer Succes in Math. One of these workshops will also provide for an hour of book study. These teachers will read, discuss and implement strategies from Breaking Through by Margarita Calderon. They will focus on scaffolds and language structures. Professional development schedule is as follows:

November -Identifying the levels and needs of students
December-Success for All and ELLs
January-Summer Success in Math and ELLs

Part C: Professional Development

February-Scaffolding for ELLs in Balanced Literacy
March-Math practices in CCSS
April-NYSESLAT-Reading and Writing
May-NYSEST-Listening and Speaking

Part D: Parental Engagement Activities

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

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

Begin description here: Parents of our students want to be able to support their children in acquisition of English as well as support the school. For many parents they must work long hours during the week and are unable to assist in the daily homework activities. Parents will be provided with various workshops on how to support their children at home, in particular preparing for standardized tests and enhancement activities that promote language and math skills. There will also be sessions to familiarize parents of newcomers with NYC cultural systems. Workshops will be provided after-school and on Saturdays. Parents will be notified of these workshops via back packed letters in translated languages. These workshops will be conducted by the Title III Coordinator, Guidance Counselor, Parent Coordinator and/or teachers of ELLs. Translations will be provided in Spanish, Chinese and we will attempt to offer other languages as well. Parents will receive resources to support the home-school connection. Refreshments will be purchased for these workshops. The workshops will be monthly from December through April. A performance by SEA will be bilingual and interactive for parents and eLLs in this afterschool program that will be scheduled for the Spring. Topics to be covered are:

December - Levels of English Language Acquisition

January-The New York City Educational System and ELLs

February-Preparing Your Child for the Math Exam

March-Preparing Your Child for the ELA Exam

April-Preparing Your Child for the NYSESLAT Exam

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"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 15	Borough Brooklyn	School Number 131
School Name type here		

B. Language Allocation Policy Team Composition [i](#) 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 Ruth Quiles	Assistant Principal Alina Alvarez
Coach Jennifer Potter	Coach Maria Caso
ESL Teacher Lilia Zelmanovitch	Guidance Counselor Karin Rodriguez
Teacher/Subject Area Lisa CarranoScienceUpper Gr	Parent Beatrice Osorio
Teacher/Subject Area Fyaly NunezScienceLowerGr	Parent Coordinator Lisette Boccasino
Related Service Provider Katarzyna Wallin-ESL	Other Meghan Avelluto-ESL
Network Leader(Only if working with the LAP team) type here	Other Adam Rothstein-ESL

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.	10	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area and ESL certification	6
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	6
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	4	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1013	Total number of ELLs	461	ELLs as share of total student population (%)	45.51%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish & Chinese
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): None

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									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	49	0	0	0	0	0	0	0	0	49
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	348	6	30	64	0	0	0	0	0	412

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	
Total	397	6	30	64	0	0	0	0	0	461
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE Sp	25	0	0	0	0	0	0	0	0	0	0	0	0	25
SELECT ONE Chi	25	0	0	0	0	0	0	0	0	0	0	0	0	25
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	50	0	50											

*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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	74	16	12	11	11	5	0	0	0	0	0	0	0	129
Intermediate(I)	0	32	30	8	17	3	0	0	0	0	0	0	0	90
Advanced (A)	36	68	53	37	29	19	0	0	0	0	0	0	0	242
Total	110	116	95	56	57	27	0	461						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	50	63	37	5	155
4	45	59	15	6	125
5	35	55	33	9	132
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	44	4	68	1	23		19		159
4	32		38	3	32	3	20		128
5	38	4	44	2	39	2	11		140
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		11	2	29	2	76	3	123
8									0

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 Government				
Foreign Language				
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.
We use Fountas & Pinnell Running Records- administered several times per year; informal Running Records; TC-Writing-on-Demand Assessments, administered-pre and post each unit of writing; using a CCSS aligned rubric; math module specific, pre and post module assessments . Current ELLs, as well as former ELLs, score lower, across grades, on writing section of NYSESLAT. Information obtained

- determines the composition and specific skills taught in flexible, small groups for reading/writing, math instruction.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
In all grades students move out of the beginner and intermediate levels quickly [within the first two years], and remain in the advanced level for at least two years.
 3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
Data reveals that across grades, students score lower in writing than in other modalities, this coupled with the data indicating that students stay in the advanced level longer than in other levels, indicates to us that we need to plan for writing instruction that is more rigorous; focused on complex sentence structures and a more flexible use of TIER 2 vocabulary.
 4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Our Spanish and Chinese speaking ELL populations take the Spanish or Chinese LAB-R at the commencement of their public scholl careers. They take no other native language exam. 70.9% of our ELLs make progress on the ELA test. ALL students have been taking Acuity Periodic Assessment. Results are reviewed carefully [alongside colleagues; coaches; administrators-at grade meetings]; noting with which skills, strategie, standards students show weakness. Question choice and what it reveals about student understanding or misconceptions is also review. Instruction is whole group lessons and/or small group instruction to address student needs, based on this information. Teachers also create customized assessments to to determine the effectiveness of this instruction. Teachers meet with parents to discuss how to use the on-line resources. Our students need to work on building TIER 2 and content area vocabulary and using inferencing skills.
 5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Our school places a great deal of emphasis on TIER 1 instruction, investing considerable resourses [time; money] focusing on rigorous, standards based, professional development for ALL pedagogues, on the needs of ELLs and students with disabilities; close supervision/feedback cycles; on-going teacher/supervisor monitoring and conversations about assessment results and implications for instruction. Data gathered through on-going monitoring and assessments [Running Records; Writing-on-Demand; math tests; individual student/teachers conferences] is used to determine TIER 2 instruction, which is provided in flexible, small groups by classroom teachers and specialists. TIER 3 instruction is offered through our Academic Intervention Program, in small groups, through cycles of very targeted instruction.
 6. How do you make sure that a child’s second language development is considered in instructional decisions?
There is a very strong focus in our school on ELL needs and where they are in the development of second language skills, when planning professional development and TIER 1 instruction. Decisions about TIER 2 & 3 instruction are made in consultation with ESL teachers, Pupil Personnel Team [PPT] and members of the administrative team.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

No Dual Language Program.
 8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
ELL progress is evaluated using Running Record levels, using a CCSS aligned benchmark rubric; growth in writing is meared through writing-on-demand pieces graded with a CCSS rubric; growth in math is measured by pre and post unit tests within CCSS math curriculum -EngageNY. NYSESLAT; ELA; State Math Test are also used to measure growth. Last available AYP data indicates that our ELL students met AYP targets in ELA, math and science.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

 - *One of five pull-out ESL Teachers is called to administer the HLIS and conduct an informal oral interview.

ESL Teachers- Lilia Zelmanovitch; Meghan Avelluto; Katarzyna Walli; Adam Rothstein and Susan Christopher are all certified ESL Teachers.

 - * If parent does not speak English translation is provided for the following languages; Spanish-Lisette Boccasiono [Parent Coordinator] or Adam Rothstein; Chinese- Ellen Lam [Paraprofessional]; Russian- Lilia Zemanovitch [ESL Teacher]; Polish- Katarzyna Wallin [ESL Teacher]. For translation services of other languages, when the parent does not bring their own translator; the NYC DOE Translation Dept. is contacted for over the phone translations-whenver possible; PTA parents are enlisted.
 - *Based on information gathered in the informal interview and HLIS, ESL Teachers determine who is eligible for LAB-R testing. Students are temporarily placed in a class until testing. LAB-R is administered by the ESL teachers within 10 days of registration. ESL teachers test the students in a quiet classroom. When a student arrives after September, testing occurs the day after arrival. If a student enters during registration in September, testing may occur one to five days after registration due to the large number of ELLs registered at that time. Hand scores are used to inform student placement. A list of all entitled students is kept by the Testing Coordinator, Mary Biondillo, to ensure that all entitled students participate [with modification where ever needed] in NYSESLAT testing. ALL entitled students are tested during the Spring NYSESLAT testing period. Students not tested due to absence on a testing date, are tested on make-up dates. A testing schedule for NYSESLAT is developed by the Testing Coordinator, in consultation with the Assistant Principal. Many of the pedagogues in the school building have been trained [and continue to be trained each year] on the administration of NYSESLAT, by the ESL teachers.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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

 - Information about Transitional Bilingual; Dual Language and Freestanding ESL Programs and parent rights to choice.
 - After the presentation, video viewing and Q & A session, parents are provided with choice letters. ESL Teachers are available for answering questions. If another classroom is necessitated then parents who chose that program are notified, via back-pack letter and/or call from the Parent Coordinator, that the program they showed interest in is now available.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Entitlement letters are sent home with students. Invitation letters to parent information meetings, with a tear-off RSVP, are also sent home with students. Parent Coordinator calls parents that do not respond via letter tear-off. An additional meeting is held, at dismissal time, for parents that did not attend the regularly scheduled meetings. Students of these parents are held at dismissal time, by the ESL Teachers and Parent Coordinator, at a location where they can meet with the parents when they pick up students. These steps ensure that Entitlement letters are returned. Once returned to school they are kept in a file in the Main Office. Parent surveys are filled out in the Main Office at the time of registration. The ESL teacher conducting the interview takes the parent Survey. It remains in her possession throughout the LAB testing period and parent meetings. At the end of this process they are placed in the file in the Main Office.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
- What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- P.S. 131 has the following organizational models:
- *Transitional Bilingual[TBE]- Spanish/English in Kindergarten -25 students; Chinese/English in Kindergarten -25 students; Self-Contained ESL classes- Kindergarten 50 students; Grade 1- 54 students; Grade 2- 50 students.
 - Push-in- Kindergarten- 17 students; Grade 1-31; Grade 2- 12 Students, Grade 3- 10 students;
 - Pull-out ESL classes- Grade 1- 47 students; Grade2 students; Grade 3-48 students; Grade 4- 42 students; Grade 5- 33 students
- At P.S.131K all classes are heterogeneously grouped and most have ELL students on their registers. All Self-Contained ESL classrooms are grade specific. ESL pull-out groups are arranged by proficiency levels, as per the latest NYSESLAT scores. This may at times [when deemed as beneficial for the particular student[s] result in some non-graded groups.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
- How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
- The organizational models for instruction and number of certified ESL/Bilingual teachers allow us to provide all ELL students [across all levels of proficiency] with the mandated number of instructional minutes, as per CR Part 154.
- Explicit ESL, ELA, NLA instructional minutes are delivered in the following ways:
- *Transitional Bilingual classes follow a 70:30 model [70% English , 30 % Spanish or Chinese].
 - *Content area lessons [Reading, Writing, S.S., Science] are conducted with a Preview/Review Model [Freeman & Freeman] as follows: -Preview of lesson [5mins]- in native language; Mini-lesson- [10-15 mins.]- in English; Independent Worktime- students practice independently while the teacher confers with individual students in whichever language will most support the individual student's development. Teachers also conduct small group instruction in English, with native language supports [preview & review] as necessary [25 mins.]; Share- in English [5mins]; Review -in native language [5 mins.]. At least one Read Aloud each day is conducted in the native language. ESL instruction is offered in English, with some native language support, when appropriate/needed.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
- Content area instruction is conducted in English, with much support from visuals [pictures, photos, icons], whole/small group & partner Accountable Talk in English and/or native language. Whole class lessons are conducted so as to support the acquisition of new knowledge by all students. Content area lessons include the following:
- *Connection- introduction to day's lesson within the context of and connection/bridge to work previously undertaken.
 - *Teaching the lesson- explicit instruction/ modelling. may use visuals; books; charts, etc.
 - *Active Engagement- section in which students practice with teacher guidance what was taught.
 - *Link- summary of lesson and how it is linked to the bigger/ broader picture.
- Within each part of the lesson teachers may differentiate for student needs by employing a variety of instructional methods, i.e. Charts; visuals; repetition of language patterns; modeling; thinking out loud; guided practice; think-and-write; turn-and-talk. All classrooms conduct daily phonics & word study lessons; Read Alouds and use Shared Reading/Writing; Interactive Writing [lower grades] to provide explicit, direct modeling and instruction of content, vocabulary, language patterns, strategies.
- All classrooms are print rich and contain word walls, content area vocabulary charts, extensive leveled, genre and topic based libraries and reference books/dictionaries in English and in native languages, where appropriate. Strategy, Process and Content Charts are created by teachers, with and for students, as instructional aids and supports used during lessons and independent worktime. Digital & audio/visual media are available in all classrooms for all students to better communicate; develop/enrich language and conceptual development, i.e. Listening Centers; Whisper Phones; Smart Boards [Grades 2-5]; Mobile Laptop Centers [Grades 2-5]; Desktop computers [all classrooms]; LEAP Frog electronic books; On-line resource subscriptions [RAZ Kids; iExcel; Brainpop; Brainpop Jr.; Brainpop Espanol- available to students/parents from home as well]; Discovery Education United Streaming; World Book Encyclopedia. Also available in all classrooms are an extensive assortment and variety of math manipulatives for hands-on exploration. Two Science LAB rooms [lower and upper grade] contain science materials [for exploration and experimentation] and extensive science libraries aligned with New York State science curriculum outline. :

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
New admits are tested with LAB-R and wherever necessary with Spanish and Chinese LAB-R . Native informal assessments- teacher/student conferences-to determine content understanding, are conducted throughout the year by teachers in the Transitional Bilingual classes.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Paste response to question here:
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Because at P.S.131K literacy instruction is delivered as an Apprentice Model of instruction within a Balanced Literacy Framework, a great amount of time is given to employing the instructional/assessment strategies, listed below, to allow all students, and especially ELLs and students with disabilities access to academic content , acceleration of English language development.
*Extensive assessments in:
Reading [administration of periodic Running Records] to determine each student's instructional and independent reading levels, for placement in appropriate reading groups.
Writing-requiring Pre and post writing unit "Writing-on Demand" to determine growth within a unit, across several months and relation to standards based rubrics, i.e. Teachers' College Continuum of Writing Development [for narrative and for non-narrative writing].
Pre and post math tests for each unit to determine what needs to be taught and how much was learned throughout the unit.
*Instructional strategies/methods, as listed above in responses throughout this section, include teacher explicit modelling of small tasks; using visual and auditory aids to meet the different learning modality needs of students; lots of modeling and explicit instruction in the use of processes, language patterns and vocabulary that are needed to participate in content area activities and access information.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

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

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

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

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

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

Courses Taught in Languages Other than English

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

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

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

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

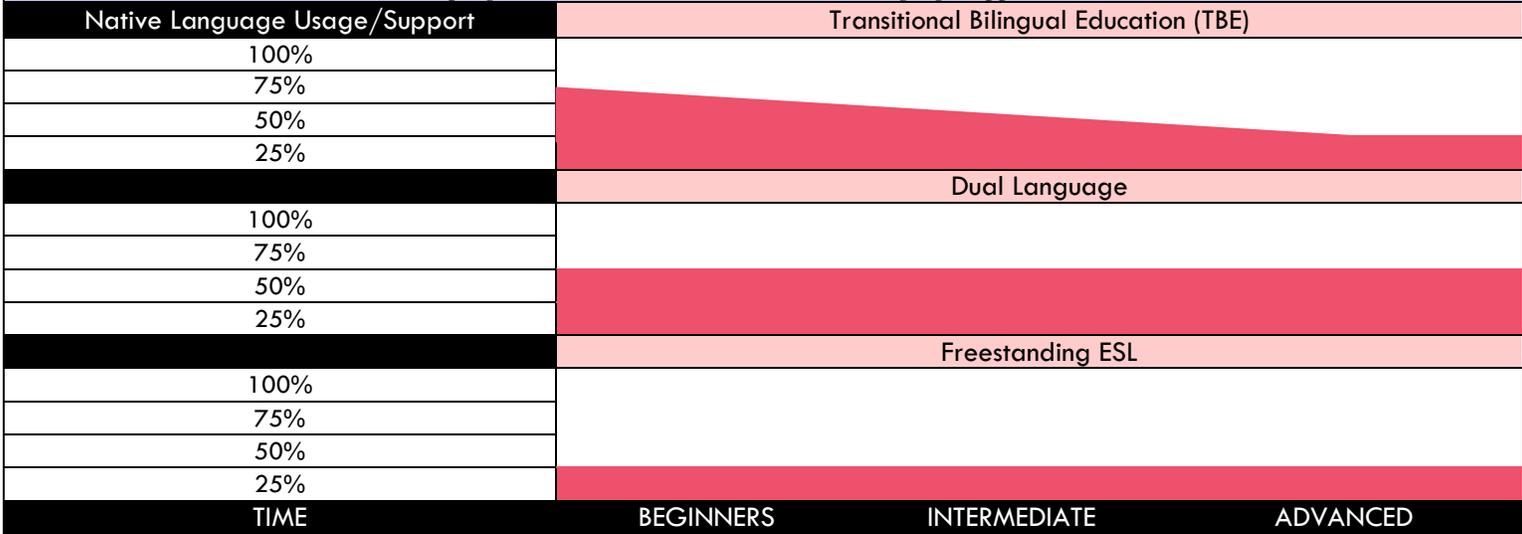
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Determination of whether an ELL student is in need of intervention services is based on performance on standardized tests, i.e. ELA, math, periodic assessments, and classroom work, teacher observations and formative assessments, i.e. Pre & post math tests, writing-on-demand pieces, Running Records. While being a member of a particular ELL sub-group may contribute to the need for intervention, the determining factor for whether a student is in need of intervention services is a student's academic performance and social adjustment. As listed above, intervention may take many different or multiple forms, dependent on student need, i.e. Special Time placement, AIS afterschool; Reading Recovery [Grade 1]; Lower or Upper Grade Literacy Intervention Group; placement in another grade for instruction in a particular content area; At-Risk Resource Room instruction; small group or individual counseling. At-risk intervention services are offered in English, with the support of instructional aids, as needed. Mandated intervention services are provided in the language indicated on the individual student's IEP. Targetted students in mathematics and literacy use Kaplan and Benchmarks for intervention.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current ESL program moves beginner and intermediate ELLs more effectively than our advanced ELL students.
11. What new programs or improvements will be considered for the upcoming school year?
- We recently began conducting a mini- orientation course [touring the school, getting to know school personnel, quickly learning essential survival phrases, how to make friends] for beginner newcomers who speak no English.
12. What programs/services for ELLs will be discontinued and why?
- No program or service will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Most students at P.S.131K are presently ELLs or Former ELLs. ALL programs, during or after school or on Saturday [as described in answers to questions in this section above] and all instruction materials, supports are available to ELLs and are put in place specifically to meet the needs of ELL students. ELLs are invited to attend all programs just like all other students at PS 131 are invited. They are not excluded. Letters describing the programs, with a parental choice tear-off [for response] is sent home to ALL students. Funding for most programs after school and Saturdays are Title 1, Contract for Excellence, or Fair Student Funding. Title III funds are specific for an afterschool program for a limited number of ELLs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- all classrooms are print rich and contain word walls, content area vocabulary charts, extensive leveled, genre and topic based libraries and reference books/dictionaries in English and in native languages, where appropriate. Strategy, Process and Content Charts are created by teachers, with and for students, as instructional aids and supports used during lessons and independent worktime. Digital & audio/visual media are available in all classrooms for all students to better communicate; develop/enrich language and conceptual development, i.e. Listening Centers; Whisper Phones; Smart Boards [Grades 2-5]; Mobile Laptop Centers [Grades 2-5]; Desktop computers [all classrooms]; LEAP Frog electronic books; On-line resource subscriptions [RAZ Kids; iExcel; Brainpop; Brainpop Jr.; Brainpop Espanol- available to students/parents from home as well]; Discovery Education United Streaming; World Book Encyclopedia. Also available in all classrooms are an extensive assortment and variety of math manipulatives for hands-on exploration. Two Science LAB rooms [lower and upper grade] contain science materials [for exploration and experimentation] and extensive science libraries aligned with New York State science curriculum outline.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered in the following manner:
- Transitional Bilingual classes follow a 70:30 model [70% English , 30 % Spanish or Chinese].
- Content area lessons [Reading, Writing, S.S., Science] are conducted with a Preview'Review Model [Freeman & Freeman] as follows:
- Preview of lesson [5mins]- in native language; Mini-lesson- [10-15 mins.]- in English; Independent Worktime- students practice independently while the teacher confers with individual students in whichever language will most support the individual student's development. Teacher also conducts small group instruction in English, with native language supports [preview & review] as

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

in the native language.

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

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

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

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

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

D. Parental Involvement

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

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

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

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

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

E. Additional Information

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

Paste response to question here:

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ruth Quiles	Principal		11/15/13
Alna Alvarez	Assistant Principal		11/15/13
Lisette Boccasio	Parent Coordinator		11/15/13
Lilia Zelmanovitch	ESL Teacher		11/15/13
Beatrice Osorio	Parent		11/15/13
Fyaly Nunez/ Science LG	Teacher/Subject Area		11/15/13
Lisa Carrano-Science-UP	Teacher/Subject Area		11/15/13
Jennifer Potter-Literacy/ELL	Coach		11/15/13
Maria Caso-Math/ELL	Coach		11/15/13
Karen Rodriguez	Guidance Counselor		11/15/13
Cynthia Felix	Network Leader		11/15/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: Network: **612**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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