

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

**DBN: (i.e. 01M001):**

**02M130**

**School Name:**

**PUBLIC SCHOOL 130 MANHATTAN – HERNANDO DE SOTO**

**Principal:**

**RENNY FONG**

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

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

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

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

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

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

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Level: Elementary School School Number (DBN): 02M130  
School Type: Elementary School Grades Served: Pre-K to Grade 5  
School Address: 143 Baxter Street  
Phone Number: 212-226-8072 Fax: 212-431-5524  
School Contact Person: Renny Fong Email Address: rfong@schools.nyc.gov  
Principal: Renny Fong  
UFT Chapter Leader: Rena Liad  
Parents' Association President: Sau Yee Yuen and Leslie Ng  
SLT Chairperson: Nathaniel Conan  
Student Representative(s): N/A

**District Information**

District: 2 Superintendent: Bonnie Laboy  
Superintendent's Office Address: 333 7<sup>th</sup> Avenue , Room 712, New York, NY 10001  
Superintendent's Email Address: blaboy@schools.nyc.gov  
Phone Number: 212-356-3739 Fax: 212-356-7514

**Cluster and Network Information**

Cluster Number: 1 Cluster Leader: Chris Groll  
Network Number: 103 Network Leader: Yuet Chu

## 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:**

- 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\*.
- 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.\*\*
- 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)
Renny Fong	*Principal or Designee	
Rena Liad	*UFT Chapter Leader or Designee	
Sau Yee Yuen	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Shirley Chin	Member/ Staff	
Kenneth Mendez	Member/ Staff	
Jennifer Pearsall	Member/ Staff	
Rosalind Lee-Nelson	Member/ Parent	
Winnie Fung	Member/ Parent	
Dorothy Shu	Member/ Parent	
Nathaniel Conan	Member/ Parent	
	Member/	

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

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

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

#### The Capacity Framework and CEP Development

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



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

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

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

<b>The Six Elements of the Capacity Framework</b>	
•	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
•	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
•	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
•	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 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:

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

Public School 130 Manhattan, the Hernando De Soto School, fully embraces its vision and mission for PS 130, ***"Excellence in Education – Enrichment for all Children."*** PS 130 aims to be a diverse and inclusive learning community of students, families, and educators dedicated to the pursuit of learning and excellence in education. The school is grounded in the belief that effort creates ability. Every individual has the right to an education that empowers, shaping society as participatory citizens. We take a whole child approach to education, providing each student with academic rigor, meaningful experiences, and unique opportunities. All stakeholders strive to maintain a school culture rooted in hard work, respect, and responsibility, made possible by a positive, safe, and nurturing environment. We support the potential for growth and success in each and every member of our community. PS 130 has a tremendous team working together for our students, as we have a very supportive administration, colleagues, and parent body.

PS 130 is located right in the heart of Chinatown and Little Italy. One of the first things people often ask is, "How do you get there?" There are numerous ways, as there are trains that go to Canal Street and Grand Street and buses that go to Bowery Street and Centre Street. Just as there are numerous ways of physically getting to PS 130, when it comes to educating our students, we've come to realize that there are many ways of reaching our students, in order to ensure they receive the best education that we can deliver. Not only do we provide our inquisitive young minds with strong academics and a rigorous curriculum, but we also believe in enriching and inspiring them with the arts through music, dance, and the visual arts. We have arts programs at every grade level from Pre-Kindergarten to the Fifth Grade. They provide an immense learning experience for all of our students, as the arts instill confidence, self-discipline, hard work, and pride. Some of our students who struggle academically really shine when it comes to the arts. Often, the confidence and discipline that students gain from the arts create a more positive attitude in their academic learning. More recently, we have pushed to integrate technology into our learning, both for our students and our staff.

We are a Title I school (about 82% qualify for free or reduced lunch), and in terms of our student body makeup, about 87.3% of our students are Asian, 4.5% Hispanic, 4.4% White, 1.1% Black, 0.3% American Indian or Alaskan Native, and 2.4% multi-racial. Even though 17.23% of our student population is labeled as Limited English Proficient (based on NYSESLAT achievement), over 70% of our students come from homes where English is not the primary language. Therefore, our students still need a significant amount of language and literacy support in the classroom.

A review of the progress report data, ARIS reports, and state and city assessment reports of the lowest third indicates that many of these students had been previous ELLs with learning challenges. With higher expectations and more rigorous Common Core Learning Standards, continued support for former ELLs is evidently needed as well as differentiated instructional practices to address their challenges.

Despite these challenges, PS 130 Manhattan earned an "A" for the seventh year in a row on the 2012-13 Progress Report; out of 1241 Elementary, Middle, and K-8 Schools, we were one of only 25 schools that were able to maintain "A"s on all seven citywide progress reports placing the school in the 96<sup>th</sup> percentile of all elementary schools. Finally, in terms of State Accountability our school has been designated as a Reward School this year, based on student achievement and progress.

## 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

1. 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).
2. 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.

With our commitment to working to improve the performance of all of our students, including our students with special needs and our English Language Learners, we understand the need to monitor student progress for each child throughout the year. Although our School Quality Guide 2013-14 indicates that our Student Progress is Exceeding Target, we also see that our English Median Adjusted Growth Percentile for our school’s lowest third (62.2%) and our percentage in 75<sup>th</sup> Growth Percentile in ELA for English Language Learners needs improvement (41.2%).

Based on the NYS Common Core 2014 ELA scores for all Grades (3, 4, 5), 58.6% of our students achieved a Level 3 or 4. Our goal is to continue our “Exceeding Target” in our School Quality Guide in terms of student progress and student achievement.

Feedback from our most recent Principal Performance Observation (PPO) provided us with an area of focus on refining the alignment of curricula to Common Core Learning Standards and integration of the instructional shifts in a coherent manner across the school, with particular attention to planning academic tasks that enable all students to have access and fully engage in meaningful language that promotes rigor and higher order skills so that all learners are cognitively engaged. In addition to this, we are focusing on strengthening teacher pedagogy, using student rubrics and checklists, and providing actionable feedback.

### 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.

By June 2015, 65% of students in grades K-5 will meet or exceed grade level proficiency in literacy as assessed and demonstrated by their Developmental Reading Assessment (DRA) Levels.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers will administer DRAs at least three times a year for each student and set actionable learning goals for students. Teachers will	Students	September-May	Teachers

submit monitoring reports to supervisors.			
<ul style="list-style-type: none"> <li>Teacher teams on each grade will have regular meetings to align curriculum with the CLCLS and implement Common-Core aligned units of study. Teachers will use rubrics to analyze student work and share best practices and strategies.</li> <li>Teachers will incorporate the use of technology into their lessons to engage students in their learning.</li> </ul>	Students	September-June	Teachers, Staff Developer
<ul style="list-style-type: none"> <li>Providing Response to Intervention and at-risk intervention differentiation services</li> <li>Targeted instruction for identified groups of students. An Extended School Day Program to provide additional instructional time for targeted small groups.</li> </ul>	At-Risk Students, English Language Learners	September-June November-March	Teachers, Service Providers, Administrative Team
<ul style="list-style-type: none"> <li>Parent classroom orientations for every grade (K-5) by grade are conducted in September to inform parents of expectations and curriculum, with translations, if needed.</li> <li>In addition to Parent-Teacher conferences, progress report meetings are held throughout the year, especially for at-risk students. Translators are provided, as necessary.</li> </ul>	Parents	September September-June	Teachers, Administrative Team

**Part 4 – Resources Needed**

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

Teachers, DRA Assessments, Technology Equipment/Upgrades, Software (E-subscriptions), Interactive Whiteboards, Document Cameras, Per Session for Extended School Day Program and Professional Development, Per Diem time for MOSL Work, as needed, Guided Reading Books, Rally! Reading/Test Preparation Books

**Part 5 – Budget and Resource Alignment**

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

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>	X	<b>Title IIA</b>	X	<b>Title III</b>	X	<b>Grants</b>
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:

- 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 Benchmark - By February 2015, teachers will have conducted at least two DRA assessments for each student in Grades K-5. Grade level teams will meet regularly to monitor students’ performance in performance task assessments, review student work samples, and set unit goals and student learning targets.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	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 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

- |    |   |
|----|---|
| 3. | 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). |
| 4. | 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 arts education goal for the New York City Department of Education (NYCDOE) is to “provide all public school students with universal access to a high quality arts education. Fulfillment of this mission will lead students to discover the lifelong enjoyment and wonder inherent in dance, music, theater, and visual arts.” We believe that involvement in the arts enriches student learning across the curriculum and facilitates the establishment of a positive and supportive school culture where students feel safe and supported. The arts help students develop their ability to express themselves and build skills and knowledge in a diversity of forms. According to our most recent NYC School Survey, 95% of the parents who took the survey either strongly agreed or agree with the statement, “My child’s school offers a wide enough variety of courses, extracurricular activities, and services to keep my child interested in school.” We believe that our strong commitment to the arts contributes to this success.

### 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.

By June 2015, 100% of students in Pre-K to 5 will have participated in the performing arts, visual arts, or music in order to develop their creativity and flourish in a safe and supportive environment.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. 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). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
All students in Pre-K to 5 will work with various Arts Organizations in the performing arts. The following arts partnerships are provided during the school day: Inside Broadway for Pre-K, K and Grade 2; Third Street Music School’s In-School Violin Program for Grade 3; the National Dance Institute for Grades 1 and 4; Rosie’s Theater Kids and American Ballroom’s Dancing Classrooms for Grade 5; Young People’s Chorus for Grade 3, 4 and 5 (Parent Association Grants). In addition, we offer after school arts programs for the students - School Chorus, Fife and Drum Corps, and Lion Dance Club (Grants) and in-school Music and Art lessons provided by cluster teachers (Fair	Students	September-June	Teachers, Arts Coordinator, Administrative Team

Student Funding).			
Parents are invited to school performances and class celebrations on a regular basis so that parents can see what the children are learning and the positive impact that the arts are having on their children's progress in learning English.	Parents	September-June	Teachers, Arts Coordinator, Music Teacher, Administrative Staff

**Part 4 – Resources Needed**

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

Teachers, Scheduling Adjustments for Performances

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

**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:

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

Arts residency partnership programs start in October 2014 and end in June 2015. School sponsored and in-house music programs start in September 2014 and end in June 2015.

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

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12.	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

- |     |   |
|-----|---|
| 13. | 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). |
| 14. | 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 order to achieve continual improvement in teaching best practices and student learning, teachers need to engage collaboratively and engage in sustained professional learning. Teachers and educators need to reflect on professional practice, collaborate and share ideas, and set learning targets so that students can achieve academic success. As a school, we work towards building teacher capacity and building upon best practices.

### 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 teachers will have engaged in professional learning on a regular basis through collaboration in analyzing student work, setting learning targets, and monitoring student learning in order to strengthen and deepen understanding about teaching and learning.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. 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).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			
School-wide professional learning opportunities will be offered on a weekly basis during Monday Professional Learning block.	Teachers	September-June	Administrative Team, Teachers, Staff Developer
Grade level teams will meet and common planning sessions will occur on a regular basis.	Teachers	September-June	Administrative Team, Teachers, Staff Developer
Classroom coaching is provided by our staff developer, assistant principals, and teacher mentors to help support our teachers, especially our newer staff.	Teachers	September-June	Administrative Team, Teachers, Staff Developer
New teacher staff development meetings are offered after school by school leaders to share best practices.	New Teachers	September-June	Administrative Team, Teacher Leaders, Staff Developer

**Part 4 – Resources Needed**

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

Professional Development Days for Teachers, Staff Developer, Teacher Leaders, Mentors, Schedule Adjustments to free up teachers for inter-visitations and professional learning.

**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
---	----------	---	---------------	--	-----------	--	-----------	--	--------

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:

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

Attendance sheets will be taken and agendas provided for professional development meetings. Attendance sheets will be taken and agendas provided for new teacher support meetings and will be used to plan and organize support for the new teachers

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

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

22. 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

- |     |  |
|-----|--|
| 23. | 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). |
| 24. | 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 order to articulate clear expectations for teacher practice, the school leadership (principal and assistant principals) needs to engage in frequent classroom observations and provide actionable feedback to teachers. Charlotte Danielson’s Framework for Teaching is research-based and provides a common language for teachers and administrators to build upon.

### Part 2 – Annual Goal

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

By June 2015, school leadership will conduct classroom observations and use the Danielson Framework for Teaching to support teachers in their instruction and professional growth. As a result, there will be a 5% increase in the number of teachers rated as “highly effective” in their “measures of teacher practice” end-of-year evaluation.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. 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). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Principal will conduct Individual Planning Conferences with all classroom teachers and discuss goals.	Teachers	Sept.-Oct.	Principals, Teachers
School leadership will conduct observations and provide feedback to all teachers using the competencies and rubrics from the Danielson Framework for Teaching.	Teachers	Sept.-May	Administrative Team, School Leadership
School leadership will send out weekly e-newsletter to staff which will include announcements, updates, reminders, and resources for instruction.	Staff	Sept.-June	Principal, Administrative Team

**Part 4 – Resources Needed**

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

*Advance* system of teacher evaluation and development, Principal, Assistant Principals, All Teaching Staff

**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		Title I Basic		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:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 50% of classroom observations will be completed.

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

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

32. 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

- |     |   |
|-----|---|
| 33. | 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). |
| 34. | 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 our latest School Survey, 96% of our parents who took the survey either strongly agree or agree that the school keeps them informed about what their child is learning and 98% of our parents either strongly agree or agree that the school is responsive to parent feedback. We strive to keep very strong ties with our families and the community.

### Part 2 – Annual Goal

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

By June 2015, PS130 will have maintained high levels of parent satisfaction as evidenced by over 90% satisfaction in the three core categories of the NYC School Survey.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. 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). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Orientations to inform parents of eligible ELLs of program offerings, choices, expectations and curriculum. Orientations are conducted in both English and Chinese. If parents are unable to attend the orientation meeting, an individual meeting is set up for the parent to receive the information.	Parents	September	ESL Staff and ESL-Certified Administrators
All notices from the school regarding services are provided to parents in the parents’ home language.	Parents	September-June	Office Staff and ESL Staff
Parents are invited to school performances and class celebrations on a regular basis so that parents can see what the children are learning and the positive impact that the arts are having on their children’s progress in learning English.	Parents	September-June	Teachers, Arts Coordinator, Music Teacher, Administrative Staff

Workshops and seminars are offered for parents to learn parenting skills and ways to help their children at home, in coordination with Charles B. Wang Community Health Center.	Parents	September-June	Parent Coordinator ESL Staff
---	---------	----------------	---------------------------------

**Part 4 – Resources Needed**

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

ESL Providers, Parent Coordinator, Translators/Translations

**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	X	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:

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

By March 2015, 100% of families will have been invited to at least one school event and/or have received outreach from their child’s teachers.

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

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

42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

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

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<ul style="list-style-type: none"> <li>• Scores at or below 2 for a NYS ELA exam</li> <li>• Teacher recommendation/input regarding student needs</li> <li>• DRA Levels/ Fountas and Pinnell Benchmark Assessment</li> <li>• Anecdotal records</li> <li>• Report card indicators</li> <li>• Classroom performance (classwork, homework, class participation)</li> <li>• Instructional Support Team recommendation (psychologist, teacher, counselor, speech therapist, administrator, or parent concern)</li> <li>• Diagnostic assessment</li> <li>• Classroom assessment</li> <li>• ESL performance</li> <li>• Attendance records</li> <li>• Other student records/evaluations (health, disciplinary records, family issues)</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies such as guided reading, shared reading, interactive writing/writers' workshop</li> <li>• Programs such as Extended School Day, , Power Lunch, America Reads tutors, AIS pull-out services</li> <li>• Student Inquiry – Teacher teams looking at student work to set goals and learning targets</li> </ul>	Small group and/or one-to one intervention is provided in all settings	During the school day and after school on Thursdays from December until the end of March
<b>Mathematics</b>	In addition to above criteria: <ul style="list-style-type: none"> <li>• Scores at or below 2 for a NYS Math exam</li> <li>• Math in Focus/district math assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Programs such as Extended School Day, America Reads tutors, AIS pull-out services</li> </ul>	Small group and/or one-to-one intervention is provided in all settings	During the school day and after school on Thursdays from December until the end of March

<b>Science</b>	Same as ELA	<ul style="list-style-type: none"> <li>Programs such as Extended School Day, America Reads tutors, AIS pull-out services</li> </ul>	Small group and/or one-to-one intervention is provided	During the school day and after school on Thursdays from December until the end of March
<b>Social Studies</b>	Same as ELA	<ul style="list-style-type: none"> <li>Programs such as Extended School Day, America Reads tutors, AIS pull-out services</li> </ul>	Small group and/or one-to-one intervention is provided	During the school day and after school on Thursdays from December until the end of March
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>Anecdotal records</li> <li>Attendance records</li> <li>Other student records/evaluations (health, disciplinary records, family issues)</li> <li>Classroom performance (classwork, homework, class participation)</li> <li>Instructional Support Team recommendation (psychologist, teacher, counselor, speech therapist, administrator, or parent concern)</li> <li>Teacher recommendation/input regarding student needs</li> </ul>	Counseling	Individual and/or small group	During the school day

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**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.

- All staff currently working at the school are highly qualified and appropriately certified.
- We are currently using Title I funds earmarked for the purpose of supporting continued professional growth through the work of our staff developer, Kaye Lawson. Kaye and the school leaders are working with staff members on individual goals which will enhance their performance as teachers.
- Teachers are released for a number of professional development days for guided work on Common Core State Standards and planning through sub coverage which is funded through Title I. Staff developer Kaye Lawson, an expert on literacy and instruction, particularly for populations such as special needs and ELLs, works closely with school leaders to provide support to the teachers on an ongoing basis. Assistant Principal Shirley Chin is State certified in ESL.
- A technology specialist/teacher, Li Shi, supports and assists teachers with technology and connectivity issues, as well as leads seminars and workshops for staff to improve their technology skills on an ongoing basis. In addition, various teachers volunteer to run additional workshops for their colleagues during the course of the year which are held at times convenient to the teachers. Released time for these activities is funded under Title I and Fair Student Funding.

**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).

- Released time professional development through sub days for all teachers for sessions on aligning curriculum to the Common Core State Standards and looking at children's work for calibration and standardizing how they evaluate the work. Half-day and/or full-day sessions are scheduled and are led by our literacy consultant. Administrators are also in attendance at these sessions whenever possible.
- Mentor/buddy teachers are provided for all newly assigned teachers to our school regardless of years in the system. This is to help teachers acclimate themselves to our school culture, understand expectations, and to maintain the consistency of teaching practices that have been established over the years that have enabled our school to achieve its high level of accomplishment.

**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.).

- There is vertical alignment of the curriculum with the Common Core State Standards so that everyone is aware of the expectations of each grade. Grade team leaders from each grade meet jointly on an on-going basis for professional development and to turnkey with their respective grades.
- Parent orientations are held at the beginning of each school year for each class. Parents are given the opportunity to meet with the teacher for a more personal Q&A session.
- Articulation cards with student information (i.e. present services received, needs, strengths, things to work on, etc.) are completed for each child. Information is used to help with placement decisions by teachers to facilitate best match for each child (learning style with teaching style)

### **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.

- Teacher teams are actively and regularly engaged in developing units of study and performance tasks as well as the rubrics they will use to measure achievements within the units. Calibration meetings are held where teachers look at student work and decide on what each level will look like. Work samples of each level (1-4) are archived for reference. Teacher-made assessments are used to inform instruction.
- Based on their work together, teacher teams make requests for professional development support from the literacy consultant and/or supervisors. Professional development sessions are scheduled to address needs.
- End of year teacher surveys are conducted to elicit feedback on the impact of professional development sessions on their teaching practices and to gather information (needs assessment) to plan for the following year's professional development sessions.

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

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

of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	475,804	X	9, 13, 17
Title I School Improvement 1003(a)	Federal	0		
Title I Priority and Focus School Improvement Funds	Federal	0		
Title II, Part A	Federal	78,152	X	9
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	17,812	X	9, 17
Tax Levy (FSF)	Local	4,172,830	X	9, 13, 15, 16, 17

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

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

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

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

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

### PS 130 Manhattan - 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. **PS 130 Manhattan**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 130 Manhattan** will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### **PS 130 Manhattan - School-Parent Compact (SPC)**

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

and this Compact;

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

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

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

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>130</b>
School Name <b>PS 130 Manhattan - Hernando DeSoto</b>		

### 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 <b>Lily Din Woo</b>	Assistant Principal <b>Shirley Chin</b>
Coach <b>None</b>	Coach <b>None</b>
ESL Teacher <b>Judy King Hui</b>	Guidance Counselor <b>Debra Zaslow</b>
Teacher/Subject Area	Parent <b>Sau Yee Yuen</b>
Teacher/Subject Area	Parent Coordinator <b>Diane Chong</b>
Related Service Provider <b>Jeanne Louie Wong</b>	Other <b>NA</b>
Network Leader(Only if working with the LAP team) <b>Yuet Chu</b>	Other <b>NA</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>7</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>9</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>2</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>2</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>2</b>	Number of special education teachers with bilingual extensions	<b>4</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>999</b>	Total number of ELLs	<b>151</b>	ELLs as share of total student population (%)	<b>15.04%</b>
--	------------	----------------------	------------	---	---------------

# 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): Chinese
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	0	0	0	0	1								2
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
Discrete ESL class	2	2	0	0	2	0								6
Pull-out	2	2	2	2	0	2								8
<b>Total</b>	<b>5</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>16</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	151	Newcomers (ELLs receiving service 0-3 years)	137	ELL Students with Disabilities	8
SIFE	0	ELLs receiving service 4-6 years	14	Long-Term (completed 6+ years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	8		8							8
Dual Language	0									0
ESL	129			12			2		2	143

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>137</b>	<b>0</b>	<b>8</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>151</b>
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
Chinese	3	3	0	0	1	1								8
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>8</b>						

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**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	1					1								2
Chinese	44	40	23	9	12	9								137
Russian	1													1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	1											3
<b>TOTAL</b>	<b>47</b>	<b>41</b>	<b>24</b>	<b>9</b>	<b>12</b>	<b>10</b>	<b>0</b>	<b>143</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	25	2	3	1	4	2								37
Intermediate(I)	4	8	0	3	3	5								23
Advanced (A)	66	15	6	7	6	8								108
Total	95	25	9	11	13	15	0	0	0	0	0	0	0	168

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	4	1	0	12
4	3	7	1	0	11
5	9	5	2	1	17
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	5		5		1		1		12
4	2		3		2		3	2	12
5	5	1	4		6		2		18
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		2		2	1	6	1	12
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	2	3						

**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 DRAs, running records (using the Fountas and Pinnell book levels) and teacher-made assessments to assess the early literacy skills of our ELLs. We have found that our systematic approach to teaching literacy and language to our ELLs through a blend of ESL

and Balanced Literacy has enabled our ELLs to acquire English language skills very quickly. Most students enter with limited or no English language skills and have a Fountas and Pinnell independent reading level that is barely recordable (-A). By the end of the year, most of our young ELLs have reached Fountas and Pinnell independent reading levels comparable to their English proficient peers (levels C-E).

However, for our older ELLs, there is more of a gap to fill. While they are progressing well, it has taken a little more time to reach the standards of the grade they are attending, particularly in reading and writing. For this reason, we are providing consistent support throughout the year for all of our ELLs on grades 3-5 in an extended school day program, with a focus on reading and writing as well as opportunities to “rehearse” their listening and speaking skills through our performing arts program offerings throughout the grades.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Our ELLs are making fair progress by making movement from one proficient level to the next. This past year’s school progress report indicated that we received extra credit for progress in ELA and Math (.31 and .34 respectively) for our work with the ELLs in the school in both English (with 62.7% at the 75 percentile growth or better) and in math (63.5% at the 75 percentile growth or better).

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The patterns show a growth in the modalities of reading/writing, which is a direct result of our work in those areas with the students. We plan to continue this work through the Title III extended school day program and for us to take a closer look at the ESL instruction during the day program to promote improvement in the listening and speaking skills as well.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. None of our students are really literate in Chinese; most had little or no education in China. Because of their limited exposure to the written home language, most are unable to take the written tests in their native language and basically rely on their acquired English to take the exams.

b. Our schools does not administer the ELL periodic assessment. Results from the performance tasks, DRAs, NYS ELA and math test scores and other supplemental assessment tools inform us of the children's progress and growth and helps us in planning instruction that targets each student's needs.

c. Again, we do not administer the ELL periodic assessments. However, technology has been a very useful resource in helping children access information in the native language as needed.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

We use teacher assessments, teacher observations and notes as well as DRA results to guide instruction for ELLs. Teachers meet together with their ESL support teachers to analyze results and to determine steps to take as per the RtI framework in the following manner:

- Tier 1 - Classroom: Explicit instruction based on LAB-R, NYSESLAT, and DRA assessment results with a differentiation in content and product, a focus on oral language development and supporting literacy skills and content knowledge all year long through pairs, small groups, buddy/partnerships; addressing all modalities (listening/speaking, reading/writing) throughout the day; conducting on-going assessments (such as observations of students, running records, conferencing, etc.).

- Tier 2 - Targetted Instruction based on language needs of students in a small group with knowledgeable/certified school personnel (group size should be no more than 1:6 or 1:8). Remediate skills/strategies daily. If students are still struggling, we will look at the students' background, strengths, and weaknesses, home environment, and note behaviors associated with a learning disability and

behaviors associated with language acquisition for a second language.

- Tier 3 - Individual Intensive Intervention is given in groups of 1:1 or 1:2. Student progress is monitored more frequently (about once every 2 weeks). If the ELL continues to struggle, a referral may be necessary.

6. How do you make sure that a child's second language development is considered in instructional decisions?

All teachers of ELLs are given training in differentiated instruction and are expected to take the child's English language proficiency and his/her experience in an English language environment into account as teachers group children in their classrooms and plan their lessons. Frequent observations of teacher lessons and review of teacher lesson plans ensure appropriate ELL access.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Not applicable

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

We evaluate the success of our programs for ELLs by how well our ELLs transition into the mainstream. This is measured through teacher evaluation and an assortment of assessments (both formal and informal), parent feedback and student reflections and presentations.

In addition, we track all of our ELL students' progress by monitoring their DRA reading levels and writing samples, as well as keeping portfolios for their content area instruction. For the statewide science test, of the 9 ELLs and 6 former ELLs who took the test, there were no students on Level 1, only 2 ELLs scored on a Level 2. 2 ELLs on Level 3, and the rest (5 ELLs and all 6 former ELLs) scored on Level 4. On our most recent progress report (2012-13), 62.7% of our ELLs were at the 75<sup>th</sup> Growth Percentile or higher in English and 63.5% were at the 75<sup>th</sup> Percentile Growth or higher in math, earning us extra credit in points earned on the progress report. As for movement from self-contained/ICT/sets to a less restrictive environment, we had 78.9% make progress which also gave us extra credit. As a result, our school scored our 7<sup>th</sup> consecutive "A" rating on the Progress Report, ranking our school in the 96<sup>th</sup> percentile of all elementary schools in NYC.

## Part IV: ELL Identification Process

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

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

When parents register a child for the first time, they receive assistance (in the language of the parent) in filling out the HLIS, a home language questionnaire. If the home language is English, the child is not an ELL and is admitted into the general education program. If the home language is a language other than English, an informal interview of the child is conducted by the Principal, Lily Woo, Assistant Principal, Shirley Chin, or one of the ESL teachers, Judy King. The principal, assistant principal and the ESL teacher have New York State Certifications in ESL and have taught ELLs for many years.

The interview is conducted in English and in the student's native language or dialect. There are office staff personnel who can assist

with the interview if necessary in the language of the child.

If the student speaks little or no English, then an initial assessment, LAB-R, is administered within the first ten days of admission to determine the level of English proficiency to determine entitlement of services. This assessment is administered by a certified ESL teacher. If the student scores "Proficient", the student is not an ELL and is admitted into the general education program. The Spanish LAB is administered to students whose home language is Spanish within 10 days of enrollment.

If the student scores at the "Beginning, Intermediate, or Advanced" levels, then the student is an ELL. The student receives ESL services until he/she achieves English proficiency on the NYSESLAT. Parent orientations are conducted where parents watch a DVD explaining the differences of the program offerings and their rights as parents in choosing a program for their children. A Q&A session is offered and then they complete a survey program selection form indicating their choices in terms of preference. Parents who cannot attend scheduled orientation sessions are invited to come to an individual orientation that is more convenient for them. The school reviews all of the selection forms and places the students in the appropriate program of choice.

Every spring the New York State English as a Second Language Achievement Test, NYSESLAT, is administered to entitled students to determine continued eligibility for services. If the student scores "Proficient", the student is no longer an ELL and enters the general education program, but is offered continued ESL support as necessary. The RLAT report from ATS is used to determine student eligibility to take the NYSESLAT.

If the student scores at the "Beginning, Intermediate, or Advanced" level of English proficiency, the student continues to receive ESL services as appropriate for that level (180 or 360 minutes of ESL/week). The student must achieve "Proficiency" on the NYSESLAT to be discontinued from an ESL or Bilingual program.

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.

After the initial assessments, LAB-R, are completed and hand scored, letters in the parents' native language are sent home with the child's score. They are invited to a parent orientation. Several are scheduled for the morning, afternoon, or/and evening, or as a one-to-one conference to accommodate their work schedules. At each orientation, an agenda is presented, DOE brochures are distributed, parents are asked to sign in according to their child's class, and the DOE DVD with the chancellor speaking is shown.

After viewing and listening to the DVD, there is a presentation/discussion about the three city programs and how they differ; and the state mandates. We inform them that all ELLs are required to have either bilingual or ESL services. If we do not have the program (ex. Dual Language) of their selected choice, we inform them of the schools that do have their program choice. We would assist by calling the school and inquiring as to whether there are available seats. If 15 or more parents on two contiguous grades indicate that they would like a program started, we would arrange a program accordingly and place their children. Following a Q & A session, they complete their "Survey Program Selection Form".

At all of the orientations, there are translators for the parents. The scheduled orientations occur over a two week period at the beginning to mid September. Signs with the dates and times of the meetings are displayed inside and outside the school building.

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 [\[see tool kit\]](#).)

Letters are sent home via backpacks of the students and parents must sign and return them, acknowledging the start of or continuation of services. If letters are not returned, parents are contacted via phone calls. If the Survey and Program Selection form is not returned, they are contacted and informed that the default program is a Transitional Bilingual Education.

On file are class rosters indicating who the ELLs are, copies of the HLIS forms, copies of the Program Selection Form, and a checklist of returned forms. If any form is missing, the parents are contacted and asked to come in to complete the form. They can come in when they drop off their child in the morning, during their lunch time, at pickup time at dismissal, or after work. An administrator is available to assist and answer questions. The administrators handling ELL admissions speak both English and Chinese.

A copy of the entitlement letter is kept in the student's cumulative folder and another copy is kept in a file in the Assistant

Principal's office (Room 208). The parent choice letters are also kept in that 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.
  1. Parents complete a home language survey (HLIS) at the time of admission. There are bilingual staff members available to translate as necessary for the parents.
  2. Students who meet the criteria as a possible ELL are given the LAB-R within the first 10 days of school.
  3. Students who do not pass the LAB-R are identified as ELLs.
  4. Parents are invited to attend information meetings, watch the DOE DVD, and, upon request, visit the classrooms. All information is sent home in the parents' native language. They are introduced to the three possible choices: transitional bilingual program, free-standing ESL program or a dual language program.
  5. Parents complete the Parent Program Selection Form to indicate their first, second and third choices.
  6. The school will enter the parents' first choice on the ELPC screen in ATS within 20 days.
  7. Based on the number of parent choices, it will determine the programs to be offered at the school.
  8. If there are sufficient numbers of students on two contiguous grades to form a bilingual program, a class will be organized. If not, the parents will be given the option to transfer their child to a school in the district that offers the bilingual program of their choice or to remain at the school in an ESL program.
  9. The school will monitor the parent program selection to ensure that parents understand the choices and how to make them.
  10. The school will ensure that students are placed into the appropriate programs.

Based on historical data, very few parents have chosen the transitional bilingual program over the years; instead, almost all of the parents have chosen the free standing ESL program because they have expressed a desire for more English language support for their children. The children in our self-contained bilingual Special Education class are placed there as a result of their IEP through the Committee on Special Education.

As a result of the parents' choice selection, students are placed into heterogeneous grade classes with ESL support or ESL classes with mixed ability (proficiency) groups in grades. Teachers in these classes are often dually certified in childhood education and ESL or bilingual. The more proficient English speaking students model for the non-English or little English speaking students and they co-learn together. This configuration of classes has had very positive results for our school in terms of student achievement.

All communication from the school is either translated into Chinese in writing or verbally via in-person/phone call by school personnel. All meetings and workshops in school (Parent Association meetings, orientations, parent-teacher conferences, parent workshops, etc.) are held bilingually in English and Chinese and materials are translated as necessary.

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.
  1. Compile a list of all ELLs in each class and grade.
  2. Check for ELLs with IEPs
  3. Chart all testing accommodations for ELLs (with and without IEPs) and plan accordingly.
  4. Attend PD for NYSESLAT testing and read all testing manuals.
  5. Arrange PD for all teachers who will be involved with NYSESLAT testing.
  6. When test materials arrive, inventory all test materials
  7. Order/request extras if needed.
  8. Security forms are prepared and used for each testing day.
  9. Listening recording sheets are prepared and counted for teachers.
  10. Teachers receive a list of students they will be testing for each modality.
  11. Test materials are placed into plastic bags (bags are labeled each time).
  12. Teachers sign out for the number of exam papers that they receive.
  13. Listening - Teachers swap students so teachers are NOT testing the students they service.
  14. Listening, Reading and Writing - follow chart with testing accommodations.
  15. All test materials are re-collected daily with a sign-in and secured.
  16. Teachers for K-2 bubble in answers on Answer Documents.
  17. When test materials are collected, answer documents are checked for stray marks.

18. Return test materials according to instruction from the Department of Education.

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. 

Historically, our parents have requested a free-standing ESL program as their first choice. The parents prefer that their children focus on learning English because there is little or no English language support at home. Parents in our school have indicated that their children attend afterschool or weekend programs to maintain their native language skills and culture. Therefore, most, if not all, our parents choose the ESL program. The following are the numbers for the last two years but are indicative of the historic trend in the school:

2013-14: Incoming students

ESL Program - 97 as first or only choice, Transitional Bilingual Program - 0, Dual Language Program - 0

2012-13: Incoming students

ESL program - 63 as first or only choice, Transition Bilingual Program - 1, Dual Language Program - 2

2011-12: Incoming students

ESL program - 61 as first or only choice, Transitiional Bilingual Program - 0; Dual Language Program - 1

2010-11: Incoming students

ESL program – 70 as first or only choice; Transitional Bilingual Program – 0; Dual Language Program – 0

2009-10: Incoming students:

ESL program – 92 - as first or only choice; Transitional Bilingual Program – 1 as 2nd choice; Dual Language Program – 1 as 3rd choice

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

- a. Instruction is delivered via dually certified classroom teachers (Common Branches and either ESL or bilingual Chinese) wherever possible to provide continuity of instruction within the classroom and to minimize disruption to the classroom by pull-out teachers. In addition, push-in ESL teachers provide additional support to students who need more individualized and/or small group instruction.
- b. The only children in a transitional Chinese bilingual program are our self-contained special needs children. We are the District 2 barrier-free site for two self-contained Chinese bilingual Chinese special classes - one that is a bridge K-2 (12:1:1), currently with 6 students and one that is a bridge 3-5 (12:1) currently with 2 students.

Although we have 151 Chinese ELLs in our school, we do not have enough students on two contiguous grades whose parents want a transitional bilingual program to form a bilingual class; the parents of almost all of our general education ELL students have opted for a free-standing ESL program. Children are organized by grade levels so there are mixed proficiency levels in each ELL classroom. Teachers group the children by proficiency levels within the classroom and plan and organize their instruction accordingly. ESL support teachers push-in whenever possible and align their instruction with that of the classroom.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

a. :Since we only have an ESL program, we are doing the following:

- Children who are placed with classroom teachers with dual certification in ESL and Common Branches receive more than their mandated number of instructional minutes in ESL (360 minutes for beginners and intermediate students and 180 minutes for advanced students). Teachers use ESL methodology and appropriate balanced literacy strategies whenever they work with the children so they are getting ESL support throughout the day.
- For children who cannot be placed into self-contained classrooms (due to class size and registers), they are placed with teachers who have a great deal of experience working with second language learners. We look at the proficiency levels of each child, grouped them accordingly and have scheduled certified ESL staff to work to children for their mandated number of instructional minutes each day as push-in ESL teachers if space and conditions allow. Beginners and intermediate students meet with ESL teachers for at least 360 minutes per week (usually a double period per day) while advanced level students meet with ESL teachers for at least 180 minutes per week (or one period per day). ESL teachers are assigned to work with specific grades and classes to allow them to plan with the classroom teachers more effectively.

Children have access to native language materials through the school library and Internet sources as 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 delivered to students in English, using ESL methodology, and is infused into our literacy block, as we do with the other populations (special needs, general education, and G&T). Students learn content and vocabulary in context as they are engaged in shared reading lessons. Visual aids (video clips, SMART boards, pictures, Internet resources, etc.) are used to help children understand the materials. In addition, children learn to do research (in books, via computer programs and the Internet), work in groups, make oral presentations and role-play to enrich and improve their language development.

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

All of our ELLs (with the exception of the 8 children in the special education self-contained classes) are in an ESL-only program; as a result, they will not be evaluated in their native language. For the 8 special education students, the bilingual special education teacher provides them with teacher-made assessments that are appropriate to the abilities and needs of the special needs students they serve.

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

Teachers of ELLs are given professional development in strategies in working with ELLs to ensure that they are appropriately evaluated. ELLs are evaluated in the four modalities in the following manner:

- DRAs levels and running records are used to measure and document progress in reading.
- Retell and listening comprehension assessments are used to measure and document progress in speaking and listening.
- NYC performance tasks as well as teacher-made assessments are used to evaluate their writing skills.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Children who are SIFE are given additional support through our early morning tutorial program, one-to one intervention during the day and support through our extended school day program. Their progress is monitored and we have on-going contact with the home through our bilingual school staff. We currently have only two such students.

b. We have dually certified teachers on most grades (either ESL/Common Branches or Bilingual Chinese/Common Branches) as well as Chinese bilingual educational assistants assigned where the majority of our new arrivals are (lower grades). Children receive most of their ESL instruction within their own classrooms thereby increasing continuity of instruction. Teachers use ESL strategies in the content areas to help children learn. Bilingual staff is available to support the children as needed and to increase parent involvement by providing translations for parents at school meetings, events and classroom celebrations. In addition, these children are given ample support in language development and test-taking strategies through our extended school day program.

c. Most of our 18 students are also students who have exhibited some other difficulties in learning. Additional targeted instruction with ESL specialists is given, either through individual or small group service, as well as at-risk services with intervention specialists, depending on the need. Progress is monitored and discussed at the AIS and PPT meetings. Parents are kept apprised of their children's progress as well, in some cases, after exhausting all school resources, there may be a need to have an evaluation made to see if there are other issues.

d. We are a K-5 school and do not have ELL students longer than 6 years.

e. We have many teachers who are experienced in working with ELLs and have attended professional development specifically targeted for teachers of ELLs in the mainstream classroom. Many of these teachers have also previously served as ESL teachers using formerly recognized city ancillary ESL licenses or who are finishing up on their ESL certification. They are all cognizant of the needs of ELLs and work closely with our current ESL staff and ESL supervisor to provide support to our former ELLs. All former ELLs are given the necessary accommodations up to two years after reaching proficiency. Those who need additional support are included in the morning Muffin Club tutorial and after school extended school day programs for intervention.

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?

Some instructional strategies would include the usage of the following:

- Word Study Strategies such as Wilson Foundations – to tackle phonetics, how to build words and to recognize the patterns in various sounds/digraphs/blends; teaching of root words – understanding root words can help students scaffold their knowledge – e.g. civis = civil, civilization, citizen, civilized, etc.; teaching of prefixes and suffixes – understanding these can serve as a context clue for students in finding out the meaning of what they're reading; sight words/high frequency words word center – to help

students memorize and build on words that they would see often and would need to use often.

- Context clue strategies can help a student in figuring out unknown words such as reading the sentence before and/or after to provide more meaning ; synonym key words (and, like, such as, also); antonym key words (unlike, however, but, although, even though), etc.
- Teaching of nonfiction text features helps students understand what each element is can aid student in thinking deeper and finding more information about a topic (such as captions/labels, subheadings/subtitles, glossary, table of content, index; special words – bold, underlined, italicized, etc.).
- Teaching various balanced literacy strategies such as character mapping, story sketching, and cooperative group discussions to scaffold ELLs/SWDs' learning.

Some grade level materials would include the usage of technology:

- Raz-kids: provided leveled texts for students, allows them to move according to their reading level
- Brainpop.com or brainpopjr.com – both sites come with videos that would provide extra scaffolding in video form, brainpopjr would be geared towards the younger population/ELLs/SWDs
- Discoveryeducation.com – also a site that provides teacher-led videos that would help the students in gaining supplemental information about topics
- Readwritethink.org – provides leveled reading passages for various grades
- Readworks.org – contains student interactive that would engage students in developing various goals – organizing information, using various graphic organizers, etc., while having fun

Some grade level materials would include:

- Usage of guided reading books that would target a student's needs in building knowledge as well as the development of the various strategies mentioned above
- Usage of nonfiction texts and fiction texts that are paired on the same topic – this would help students understand where writers/authors receive their ideas from, also helps students make a connection of real life and the text.

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?

Curriculum flexibility allows both classroom teachers and ELL/SETSS instructors to provide students with frequent exposure to the same topic, even if the students are pulled out from their regular classes. This would allow ESL/SETSS teachers to support the students in areas where they are having issues with as well as provide students with more information on the same topic that the general education teachers are working on. Differentiated texts/experiences/graphic organizers can be provided through this flexibility.

Instructional flexibility allows the ESL/SETSS teachers to analyze what the students' weaknesses are and to provide targeted instruction so as to build on this particular area and to help a student understand what he/she needs to do. In addition, this would provide general education teachers as well as ESL/SWD teachers better insight on how to serve the students in a more efficient/effective manner. Also, if the teachers feel that ELLS/SWDs require more instruction on a particular topic, the ESL/SETSS teachers can provided more opportunities in targeted practice.

Scheduling flexibility allows the teachers (both general education and ESL/SETSS) to target a student's needs. Through the usage of open communication and collaboration, teachers would work together during push-in sessions so that they can provide leveled texts, differentiation while teaching the same topic in small groups. Pull-out session would also allow for targeted instruction as well as minimizing any sort of distractions that might impede a SWD from understanding what needs to be done. In addition, this provides the students with the opportunity to ask questions on anything they are confused about within class.

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

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

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

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

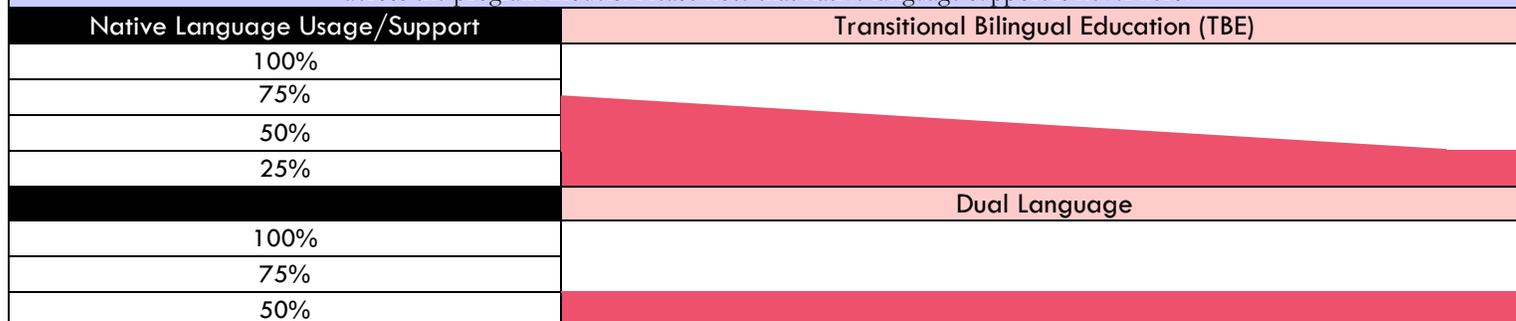
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

**Native Language Usage and Supports**

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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

In analyzing our ELL data in ELA, math, AND science, we found that our ELL students were relatively strong in their content knowledge while understandably much weaker in ELA. Also an analysis of our NYSESLAT data reveals that our students are weaker in the modalities of reading and writing. Our targeted intervention for all of the ELL subgroups, as a result focuses on English language development skills, with an emphasis on reading and writing. The materials used will be both fiction and non-fiction, so as to address some of the content weaknesses as well during their intervention programs, as well as for test prep. While Social Studies data is no longer available (the State no longer gives the Social Studies exam), we do not have data other than classroom assessments to determine weaknesses and strengths in Social Studies. We address social studies needs within our non-fiction intervention.

For our 3rd, 4th and 5th grade ELL students, the intervention services are provided in English, using ESL strategies, through Title III funds in an extended school day program that will meet 1½ hours twice a week (Tuesdays and Thursdays) from the beginning of December 2013 through the end of March 2014, just before the testing period begins. The classes are organized in homogeneous proficiency groups of no more than 12-15 students each.

All at-risk ELLs are receiving additional intervention services during our morning "Muffin Club" time where groups of no more than 6 meet for additional support. The groups are reassessed every 6-8 weeks to check for progress. In addition, the performance arts programs that are offered to our ELLs students on each grade are specially designed towards improving English language speaking, listening and reading skills.

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

The current program has been very effective, resulting in more focused instruction for the ELLs and better achievement results. ELLs students are more confident in their work and are able to demonstrate growth and progress in each of the modalities.

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

We do not plan to change our programs for this year.

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

We do not plan to discontinue any program or service.

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

All ELLs have equal access to all school programs. Our school has a very strong emphasis on the arts as a venue to motivate children to come to school and to provide a means for children to learn and practice language and social skills. Every child in every grade from Pre-K through Grade 5, regardless of learning ability (special needs, ELL, general education or Gifted & Talented), has the privilege of participating in an arts residency program (visual/fine arts, dance, theater, and music) that is linked to improving academic performance skills and content knowledge (reading, writing, speaking, listening, math, social studies, and science). These programs are part of the children's school day.

We have ELLs in our Gifted and Talented Program who are receiving support and doing well in the program.

Our school-sponsored after arts school programs include chorus, instrumental music, ballroom dance club, photo club, yearbook club, and lion dance club and are held on days alternate to our academic intervention programs (Mondays, Wednesdays, and Fridays) to allow children who have to attend the academic extended school day to participate in the extra-curricular activities. These programs have contributed to the success of our school and have increased parent involvement tremendously.

In addition, ELLs in the 3rd, 4th and 5th grade are provided with an opportunity to attend an extended school day program to improve their English language skills in reading, writing, speaking and listening. This supplemental program is offered on Tuesdays and Thursdays from 3:10 pm to 4:40 pm.

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

Since we only have an ESL program, content area instruction is in English, using appropriate ESL methodology. We use many high-interest, low vocabulary books (as well as picture books) for language development and to teach social studies and science. Materials are purchased from companies such as National Geographic, Mondo, Pacific Learning, Rigby, Silver Moon, Scholastic and Leap Frog School. Many of these materials offer CDs or equipment (digital pens that “read” aloud print as they point to the words) with books for students to listen to as they read along. Students have access to the equipment, CD players and listening centers as instructional tools in the classroom and at home. SMART boards and/or computers in all of the rooms with Internet access allow for visual/interactive and independent learning which engage and motivate second language learners to practice what they have learned. In addition to a 36-station computer lab that is accessible to ELL students, there are 3 mobile labs (two with 16 laptops and one with 24 laptops) that classroom teachers and ESL specialists can use with the children. schoolwide while the 4th and 5th Grade students also have individual laptops assigned to them in their classrooms.

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

Although we have an ESL only program, we have many teachers and support staff who speak and/or read Chinese and who provide native language support as necessary (e.g., explaining directions in the native language to students who need it so that they can understand what to do in class, providing notes to parents in Chinese to explain homework assignments for home support, etc.). Out of a staff of 58 teachers, 30 can speak Chinese, as well as the 5 paraprofessionals who are working in the classrooms. The bilingual special needs classrooms deliver language support as per the children’s IEPs.

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

Students are grouped by both grade level and age (as appropriate) with some consideration given to last grade completed. Teachers use ESL strategies and materials and resources that are high interest/low vocabulary but grade/age appropriate to teach content instruction. Because we have many teachers who are dually certified ESL/Common Branches, ELLs in those classes receive ESL support all day long in their own classrooms.

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

We have tri-lingual staff in the main office (English, Chinese (both Mandarin and Cantonese speaking), and Spanish) who are able to explain to parents their program choices for the children at the time of registration.

- We also have at least two parent orientations at the beginning of the school year and individual meetings with new admits as they come in to register throughout the year.
- Parents are given the brochure with the program choice information and are given an opportunity to view the DVD in the language of the parents.
- They also have the opportunity to meet with the Principal and/or ESL coordinator to answer any questions and an opportunity to visit the classrooms.
- A parents’ school handbook is given to every parent. The handbook outlines school policies, procedures, programs and contact numbers of key people in the school (principal, assistant principals, guidance counselors, programs, parent coordinator, Parents Association, IEP team, nurse, etc.) for parents’ reference. The handbook is provided in both English and Chinese.

18. What language electives are offered to ELLs?

NA

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)?

NA

### C. Professional Development and Support for School Staff

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

1. Even though our numbers indicate that we have only about 15% who are current ELLs, we have many students who may have passed the required assessments but still need English language support. Because of this, all of our professional development has been specifically designed to include considerations for second language learners. We have been engaged in school-wide child study inquiry work for the past 5 years, focused on how to differentiate instruction for students with different learning styles and taking into account their language development. The study groups meet about once a month and workshop sessions and seminars for ELL teachers and those working with ELLs are led by Ms. Kaye Lawson, AUSSIE consultant and expert on ELL instruction as well as by Ms. Lily Woo, Principal and Ms. Shirley Chin, Assistant Principal, both of whom are New York State certified in English as a Second Language. In addition, Ms. Woo has had many years of experience working for the New York State Education Department's Bilingual/ESL Office as an associate of that office. In addition to the monthly Thursday afternoon study group meetings, the projected schedule of professional development dates are September 4, 2013, November 5, 2013, January 10, 2014, and March 21, 2014.

2. We provide professional readings to teachers of ELLs (such as the article by Janette Klingner entitled "Distinguishing Language Acquisition from Learning Disabilities") as well as released time professional development sessions and common prep grade meetings to engage in discussions around Common Core Learning Standards and how they apply ELLs. The conversations include colleagues in the mainstream classrooms so that instruction for ELLs can be aligned to grade expectations and curriculum. These professional readings and opportunities to meet not only with peers who work with ELLs but also with colleagues who work with the other students in the school help raise the expectations of what ELLs can do and their performance when their instruction is aligned with the rest of the school and make their transition into the mainstream English programs a much smoother one.

3. The school provides staff with the necessary materials and information to share with families of ELLs and which will enable them to help ELLs transition from elementary school to middle school. In addition, materials and letters are translated into the children's home language with the information they need. Bilingual staff members are available to assist teachers when they meet with parents on a one-to-one basis during school hours and/or to assist in translation on the telephone as needed.

4. Four 2-hour sessions during the year (September 4, November 5, January 10 and March 21) and one common prep grade meeting each month (45 minutes/period) are devoted to looking at the student work of ELLs and former ELLs and discussing and sharing best practices. All meetings are documented by signed attendance sheets and /or minutes. These professional development sessions/seminars conducted by our staff developer, Kaye Lawson, on differentiated instruction with a particular focus on the needs of ELLs within and outside of the classroom. Teachers are able to share with each other successful strategies that are being implemented with ELLs in their classrooms at these sessions and a plan of action for next steps are recorded. Teachers are expected to try out these suggested next steps and report back as to the results at the next session. In addition, new teacher support meetings are held once a week on Thursday afternoons for 2 hours to help teachers understand how to work with ELLs in their classrooms. The total number of hours in these sessions exceed the minimum ELL training hours required for both general education and special education staff.

## D. Parental Involvement

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

1. Parent involvement at our school has been excellent. Almost 99% of our parents, including parents of ELLs, attend both the fall and spring Parent Teacher conferences. Parent Association meetings are generally very well attended by parents of ELLs and former ELLs (upwards of 150 to 200 parents attend each meeting) because we include a parenting segment (i.e., how to be more involved in their child's education, what kinds of questions to ask at Parent Teacher conferences, how to prepare their children for middle school admission, how to access their children's information on ARIS, etc.) at each of the meetings. Parents of ELLs are also very involved with class celebrations and school events where they can see how well the children are learning.

2. The school partners with organizations such as the Charles B. Wang Community Health Center on health and wellness issues. The organization has a bilingual staff that regularly offers workshops to our parents address such concerns as ADHD/ADD, obesity and proper nutrition, preventive care, etc. In addition, local banks offer workshops on financial literacy and financial planning for college. They, too, have bilingual staff members who can offer these workshops in the parents' home language.

3. We evaluate the needs of our parents in the following ways:

- By the kinds of suggestions that have come from the Parents Association Executive Board and the Parent Coordinator. They interact with parents on a daily basis as they drop off the children in the morning and at pick up time at the end of the day. In addition, the Parents Association Room is a busy place, with parents dropping in all the time. Each month, at our Parents Association Executive Board meeting, we go over the things that have been brought up as concerns or needs of parents and we try to address them as best we can. Most of the Executive Board are bilingual and speak the language of the parents.
- By the kinds of suggestions or requests that have come directly from ELL parents at Parents Association meetings.
- By the number of parents who come in to speak with the administration and the kinds of concerns they bring up. All three supervisors (principal and two assistant principals) have an open door policy. Parents are encouraged to drop in to discuss whatever their concerns. All three supervisors are bilingual (two in English/Chinese and one in English/Spanish). Very often parents come to see the administration after school (as late as 6pm) to ask questions and/or discuss their concerns. Issues that come up more often are addressed again at open forums such as the general Parents Association meetings or specific workshops.
- By what the teachers tell us regarding parent needs through their direct interactions and discussions with ELL parents and ELL children regarding their parents.

4. Our parent involvement activities address the needs of parents in the following ways:

- By helping them to understand the American school system better
- By developing an awareness of their children's needs
- By empowering them to be a more active partner in their child's education
- By offering them opportunities to see what their children are learning in school by inviting them to celebrations and other events

## **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.

In addition to the rigorous academic program that we offer, we have an extensive performing arts program in dance, music and theater for all of our students. These programs are especially helpful in developing the English language proficiency and the academic performance of our ELL students. They allow ELLs to learn through hands-on experience and to demonstrate what they have learned through performances and celebrations. As a result, many of our ELLs have scored exceptionally well in their content areas as well as on the standardized exams.

School Name: PS130M-Hernando DeSoto

School DBN: 02M130

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lily Din Woo	Principal		
Shirley Chin	Assistant Principal		
Diane Chong	Parent Coordinator		
Judy King Hui	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Debra Zaslow	Guidance Counselor		
Yuet Chu	Network Leader		
Jeanne Louie Wong	Other <u>Related Service Pro</u>		
	Other _____		
	Other _____		
	Other _____		

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

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

DBN: **02M130** School Name: **PS 130 MANHATTAN**

Cluster: **1** Network: **103**

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

**Part A: Needs Assessment Findings**

---

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

Our main office staff is bilingual; they are fluent in English/Chinese (Cantonese/Mandarin/Toysanese) or English/Spanish. When parents come in to register, they fill out home language surveys, forms that indicate language of preference for written communications, and are interviewed by the staff to see what dialect they understand.

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

Based on our school demographics 86% Asian (Chinese), home language surveys, language preference forms, and interviews with parents, it has been determined that all school wide communications have to be translated into written Chinese. Although the written language is the same for all dialects of Chinese, the oral language is not. In reviewing the results of our oral interviews, all of the parents understand either Cantonese or Mandarin, with most understand both. Although we currently have a very small number of Hispanic students in the school, they are all English speaking. The results were shared at our September general meeting of our Parents Association and with the Parents Association's Executive Board.

## Part B: Strategies and Activities

---

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

All written notifications are translated by our bilingual teachers. We have bilingual staff who are trained in Chinese word processing - enabling us to have documents that are used each year to be edited and updated. This has helped us provide parents in a timely fashion on all school related issues.

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.

About a third of our school staff is Chinese-speaking (fluent in a number of different dialects including Cantonese, Mandarin and Toisanese). Whenever a parent needs a translator at a meeting within the school, a staff member (usually an office staff member or a paraprofessional) will assist with the translation if the teacher or service provider does not speak the language. As for any Spanish-speaking students that may register, we have several in-house staff who are bilingual in Spanish

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

The school has taken the following measures to fulfill Section VII of the Chancellor's Regulations A-663::

- Each parent whose primary language is a covered language and who require language assistance services has been provided with a copy of the Bill of Parent Rights and Responsibilities at the start of the school year. This document includes their rights regarding translation and interpretation services.at the time of registration.
- The school will post a sign at the primary entrance in Chinese indicating the availability of interpretation services. The sign was downloaded from the Translation and Interpretation Unit's website.

- Our school's safety plan has procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. Parents are asked to listen to specific radio stations that broadcast in their home language (1480AM in New York City).
- Our school has informed parents at our each of our parent grade orientations at the beginning of the year and at the first general meeting of the Parents Association of the Department's website which provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.



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

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

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

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

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

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

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

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

Part A: School Information	
Name of School: PS 130 Manhattan	DBN: 02M130
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: 33
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

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

6   7   8   9   10   11   12

Total # of teachers in this program: 7  
# of certified ESL/Bilingual teachers: 7  
# of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here:

An extended school day English as a Second Language program for ELLs in the 1st, 2nd, 3rd, 4th, and 5th grades is provided for additional language development support. We anticipate that there will be a total of 40 ELLs served.

Students in Grades 3-5 will meet once a week from 2:45pm - 4:15pm from approximately the middle of November through April. They will be organized homogeneously so that the teacher can provide targeted instruction in English Language Arts (Reading, Writing, Listening, and Speaking). There will be targeted groups consisting of beginners, intermediate, and advanced level students. Select ELLs in Grades 1-2 will also meet once a week for 1-1.5 hours after school for enrichment and targeted instruction, based on the needs of the students.

Goals are determined by their DRA assessments (F&P levels), current classwork, and their teacher's input. All ESL teachers will be appropriately State Certified in ESL. Teachers will be using a Balanced Literacy Approach, where teachers will work with groups of 7-12 students in shared readings, guided readings, writing, along with listening and speaking through questioning and discussion. The books will help develop strategies to help students make connections between literary and informational texts, between reader and text, developed by themes, and between vocabulary and text. All of this works towards helping our ELLs with building comprehension.

NYSESLAT and ELA test prep materials, as well as appropriate ELA support materials will be purchased to familiarize students with testing language, vocabulary, and format. The NYSESLAT materials will help our ELLs develop their speaking and listening skills. Bilingual dictionaries will also be purchased to h

We will also have a 5-hour one-day Saturday Institute at the end of March to give our 4th grade ELLs the experience of taking the NYS ELA test. They will receive coaching by ESL teachers on how to be more prepared for the 3-day exam.

**Part C: Professional Development**

### 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:

- Since a majority of our students are ELLs or former ELLs, a portion of all staff/grade meetings will be devoted to addressing the needs of English Language Learners in the school. The focus during these sessions will include ESL strategies in the content areas as well as how to improve all four language skills (reading, writing, listening, and speaking) within their classrooms. Common Core Standards, as they relate to ELLs, will also be addressed. Our Assistant Principal, Shirley Chin, who is state-certified in ESL will be providing training at meetings, as well as a staff developer consultant, Kaye Lawson, who is an expert on second language learners. Grade teams are given two common prep times per week so they have the opportunity meet together and look at student work. Protocols from the National School Reform Faculty will be shared for teachers to use like "ATLAS - Learning From Student Work" and the "Tuning Protocol." The link, <http://www.ascd.org/publications/books/109037/chapters/Protocols-for-Examining-Student-Work.aspx> provides additional protocols for examining student work. In addition to common preps, ELL/Bilingual Teachers will be able to work with general education teachers during our Monday PDs, where they are provided with up to 80 minutes to examine the work of English Language Learners. In December, grade teams will receive a half-day of professional learning, led by our staff developer consultant, Kaye Lawson, who will work with teachers on questioning and discussion and setting learning targets for our ELLs.

- Workshops and visits to successful ESL classrooms will be arranged for the ESL and Bilingual staff as requested or necessary. We are looking at opportunities and trainings offered through the Department of English Language Learners and Student Support. They are offering collaborations with cultural institutions throughout the year like the Museum of Chinese in America (MOCA) in December and the New York Historical Society in March, a Citywide Bilingual Symposium at the end of April, and other professional development workshops. One of our Kindergarten Bilingual Teachers, our ICT Bilingual Teacher, along with our TBE 12:1:1 Bilingual Teacher will be attending some of these workshops. To the extent possible, we will look at making arrangements for ESL teachers and providers and Bilingual staff to attend citywide or State-sponsored workshops and/or conferences on Bilingual Education and ESL and look at differentiated instruction as it relates to the English Language Learner. Workshops offered by the Department of English Language Learners and Student Support will be attended by our ESL providers and some classroom teachers, depending on availability, from December to June.

- The teachers who are working the Extended School Day program on Thursdays will also be given time to meet before, during and after the program to plan, gather materials, and analyze student work. They will be encouraged to regularly communicate with the regular-day teachers of the ELLs. The teachers will discuss strategies for differentiating and meeting the individual needs of the ELLs and how to better plan for instruction. On Monday PDs or Wednesdays, teachers will have the opportunity to meet as a professional learning community (PLC) and use the protocols as mentioned above to analyze the work of ELLs, monitor their progress, and share best practices on successful strategies used. These strategies

### Part C: Professional Development

will be shared by ELLs/Bilingual teachers via a weekly school newsletter and presented during Monday PD workshops after school from December to May on a cyclical basis.

- There will also be professional learning opportunities offered within the school throughout the year which will focus on the needs of ELL students and will consist of classroom teachers with ELLs and ESL teachers and service providers. This will occur during our faculty conferences, staff development days, and grade meetings throughout the school year, beginning in September. Our ELL coordinator will provide some of our ESL/Bilingual staff in professional development on the selection and usage of appropriate texts for English Language Learners.

### 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:

During our bi-monthly Parent Association meetings, parents of English Language Learners are given strategies on how to help their children in their reading, writing, speaking, and listening. We also provide time for parents to ask questions about school curriculum. Translators are provided at these meetings.

All notifications to parents are sent via backpack in English/Chinese or English/Spanish throughout the year. Workshops for ELL parents will be coordinated by the Parent Coordinator, Diane Chong. Topics offered will include training in accessing DOE and student information on the computer (such as accessing the DOE Parent Page, ARIS, etc.), information on making appropriate middle school choices for their children and help in filling out middle school choice applications.

Our Parent Coordinator is working with the Charles B. Wang Community Health Center so that we can host parent workshops. We have one on ADHD and Student Focus on 11/24/14 and one on Behavior Management on 12/18/14. Translators will be available at these parent workshops.

In addition, we plan to have a Health Fair/Family Day event at the school on a weekend in May 2015. Since most of our parent body consists of parents of ELLs and former ELLs, flyers are distributed about a month in advance in both English and Chinese and bilingual posters are prominently posted at all entrances to the building. A reminder notice is sent home a few days in advance of the event. This event is held every year to provide an opportunity for families to spend a day together at the school, having fun, and learning how to keep themselves and their children healthy and to encourage parent involvement by ELL parents. Translators are provided for ELL parents. All agencies at the health fair, including Fidelis Care, Charles B. Wang Community Health Center, NYFD, and NYPD, are asked to provide translated versions of their information for ELL parents, if available.

### Part E: Budget

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

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

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