



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

DBN: (i.e. 01M001): 25Q130
School Name: P.S. 130
Principal: MICHELLE CONTRATTI

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Early Childhood School Number (DBN): 25Q130
School Type: Public School -Non-Zoned Grades Served: PreK, K, 1, 2, 3, Special Education
School Address: 200-01 42 Avenue Bayside, NY 11361
Phone Number: 718-357-6606 Fax: 718-428-5927
School Contact Person: Michelle Contratti Email Address: mcontra@schools.nyc.gov
Principal: Michelle Contratti
UFT Chapter Leader: Jo Ann Sorensen
Parents' Association President: Jennifer Petruccelli
SLT Chairperson: Stephanie Feerick
Student Representative(s): _____

District Information

District: 25 Superintendent: Danielle DiMango
Superintendent's Office Address: 30-48 Linden Place Flushing NY
Superintendent's Email Address: DDiMang@schools.nyc.gov
Phone Number: 718-281-7605 Fax: 718-281-7519

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 207 Network Leader: Felice Lepore

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)
Michelle Contratti	*Principal or Designee	
Jo Ann Sorensen	*UFT Chapter Leader or Designee	
Jennifer Petruccelli	*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	
Stephanie Feerick	Member/Teacher/ Chairperson	
Nancy Horowitz	Member/Teacher	
Frances Gunther	Member/ Teacher	
Catherine Specchia	Member/Assistant Principal	
Eleni Kollis	Member/Teacher	
Lea Famiglietti	Member/Parent	
Danielle Howell	Member/Parent	
Edward Kim	Member/ Parent	
Monique Jethwani-Keyser	Member/Parent	
Melani Zaharis	Member/Parent	
Meghan Scullin	Member/Parent	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

7. **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.
8. **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.
9. **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.
10. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
11. **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.

P.S. 130 opened in September 1987 as the first District 25 Early Childhood School for Science and Technology and now serves pre-kindergarten and kindergarten through third grades. Students learn in a child-centered environment. Evidence of the students' work is displayed prominently throughout the school. Literacy instruction permeates in all curriculum areas.

An ingredient that makes P.S. 130 a successful school is reflected in our mission statement, which states, "We the P.S. 130 community comprised of staff, parents and students believe that all students are capable of achieving the highest academic, social, emotional and physical standards of excellence."

P.S. 130 has a diverse student population. Students are drawn from all over Queens, with various ethnicities, many Limited English Proficient students, Students with Disabilities (SWD). The school has four Integrated Co-Teaching Classes (ICT) (one per grade). An IEP/SETSS Teacher who works closely with the classroom special education teachers and service providers. Our full-time ESL teacher works in the classroom with English Language Learners (LEPs) or pulls out a small group of students to work on language acquisition skills. Our full-time RTI teacher works with identified students that need additional literacy support, as Related Service Providers work with mandated students. This year, a 12:1 class has been formed to meet the needs of students whose IEP mandates this setting to be in compliance. A collaborative program with P.S. 993 (District 75 multi-handicapped school on our first floor) allows for approximately seven students per year to participate in our school's daily education.

As an early childhood school, we promote a developmentally appropriate curriculum with a focus on the CCLS, balanced literacy, problem-solving in mathematics and science, hands-on technology and community and global exploration in social studies. The staff promotes life-long learning skills by challenging students to be explorative and critical thinkers. The principal supports this mission by aligning resources, budget and professional development.

Parents frequent our building, as they volunteer to run the library on a cart, participate in class Family Reading Buddies once a month, volunteer in classrooms to work with the teachers and students, and attend writing celebrations. They participate in the School Leadership Team, School Safety Team and Building Response Team. Most important, they are partners in the learning process of their children. Our school website at www.ps130q.org serves as another way for the school community to be in close communication.

Acknowledgement and Honors for P.S. 130:

In 2011, P.S. 130 was awarded the National Blue Ribbon because of our excellence in academic achievements.

Student progress was made from 2013 to 2014 on the NYS ELA test for 3rd grade. In 2013, 44% and in 2014, 49% of students scored on Level 3.

Partnerships with Outside Organizations:

Partnerships with outside organizations foster a rich learning environment.

1. Teachers College Reading Writing Project - Project school with Columbia University Teachers College for over a decade. TC staff developers work with teachers to plan for rigorous literacy instruction. Teachers attend workshops at Columbia.
2. Model Inclusion Program with PS 993
3. Flushing Council on Culture and the Arts- Chorus is provided for students once a week.
4. Theater in the Arts – afterschool program
5. Studio in a School – afterschool program
6. Marquee Partnership – arts program during school day for all grades
7. Violin Program – afterschool
8. Spanish Immersion Program – afterschool
9. Magic Box - Title III afterschool program for ELLs and former ELLs, incorporating the arts with literacy and language acquisition
10. Best Prep – paid afterschool program

Challenges:

With a tight budget, fewer pedagogues, a more diversified student body and less space available for programs, than in previous years, PS 130 faces many challenges.

This year, we emphasized improving reading/literacy for six of the 3rd graders, who are full-time special education students in the ICT class. This new program is implemented during the literacy block and these students work with the SETSS teacher for 15 periods a week in a small group setting. Our RTI teacher works closely with the SETSS, ESL and classroom teachers to identify students who need more rigorous instruction in reading. A new 12:1 class was created to fill the needs of six students in kindergarten and 1st grade. Additional related services providers were hired to serve the needs of identified students. With the new special education reform and the Common Core Learning Standards' high expectation, meeting the needs of all our students is a priority. The principal creates an environment that makes evident that student success is the highest priority and that the instructional program that fits the educational needs all students.

Another challenge has been the elimination of one of the cluster positions, with was Expressive Arts. As an early childhood school, arts education is essential. Through create grant writing, PTA contributions and creative budgeting of school funds, various art programs were established for both during the school day and after school. Classroom teachers were given art supplies and incorporating the arts into the weekly schedule became the norm.

P.S. 130 is not a Title I school with 374 students. Funding is limited and always presents a challenge to provide an enriched education for the students. Our NYSTL funds are quite limited, too and our technology quickly becomes outdated, with little funds to replace them.

With our limited financial resources, the science program which was in a science lab, had to be changed to a push-in program. (Science centers are in every classroom to embellish the program.) Instead of the science lab, a 16th class was created.

Despite our challenges, staff, parents and students work together overcome our limitations and to create a vibrant, educational environment providing rigorous instruction to all.

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.

Rigorous Instruction in Writing

Students in grades kindergarten through 3rd were given the NYC Performance Assessments in writing to be used for Measures of Student Learning. We are using these assessments as a new baseline to inform our goals and instruction.

After analyzing the results of the 2013-2014 NYC Performance Assessments in writing, we noticed the average score, in grades K through grade 2, for the Structure Trait was 1.7, the average score for Development Trait was 1.7, and the average score for Conventions Trait was 1.9. According to the end of year June 2014 assessments, the average score for Structure was 3.5, the average score for Development was 3.5, and the average score for Conventions was 3.6. In addition, the writing scores from September 2014 on this year’s NYC Baseline Assessment were weaker than the reading and listening scores in the early grades. This indicates a need for a greater emphasis on Structure, Development, and Conventions to improve student’s writing abilities.

Third grade in 2013-2014 did not use Writing as a MOSL and therefore the data showing a comparison from September 2013 to June 2014 is not available. However, we decided to include the third grade this year in the writing MOSL in order to support instructional strategies in preparation for the NYS ELA test in spring 2015. Teaching and learning strategies will help to increase success on the NYS ELA test.

We determined that this goal was important to be included. There is a strong need to model, rehearse, teach and practice informational writing using sources and for students to show evidence of their discoveries and support thesis statements.

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.

In order to ensure that students have access to a robust curriculum in writing from sources, teachers will make meaningful decisions when planning for instruction with a focus on alignment to the CCLS, student data and coherence across the grades to select instructional strategies in writing in all curricula areas so that by June 2015 85% of students will demonstrate at least ½ proficiency level of growth as evidenced by the writing rubric, aligned to the CCLS - Structure, Development and Conventions.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with 			

<p>disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
<p>Pre and Post Writing Assessments to evaluate learning; Close reading of non-fiction texts with modeling to support writing from sources; Writing Unit tasks with essential questions aligned to CCLS; Use of rubrics and self-evaluative checklists to monitor progress by students; Writing off of pictures, sentence starters, language frames, personal word banks, alphabet charts and picture dictionaries to address the needs of students; Thinking Maps to facilitate and organize high order thinking which is then translated into a writing piece; Multiple entry points to address the individual needs of all students. For example providing visuals, mentor texts, paper choices, Thinking Maps, language frames, anchor charts and check lists; Use of iPads and Smart Boards for teaching and instructional purposes to address different learning styles; Differentiated grouping based on writing assessments that include ELLs, SWDs, and Economically Disadvantaged Students scoring below standards and students in need of enrichment; Students complete tasks that ask them to read and analyze informational texts, and write opinions and arguments in response; Emphasis on writing using text based evidence, in all curricula areas - science, social studies, movement, technology, mathematics and the arts; Use of different digital modalities for writing such as using technology to create thinking maps, do research and take notes and create digital reports and presentations; Exploration of different genres of writing with students, such as narratives, non-fiction writing, poetry, opinion/argument, and procedural writing in content areas, by using text-based evidence to support their ideas;</p> <p>Professional Development for all teachers with TC staff developers and other research-based writing intervention programs to help students achieve targeted goal;</p> <p>The school will host a curriculum night to provide information to parents in understanding the expectations of each grade; Parent workshops will be provided by teachers on Writing Curriculum during time designated for Parent-Engagement to assist parents with instructional strategies that support students with current writing units of study; At weekly team meetings, teachers examine student work and the related instruction and teacher practice, diagnosing the changes and supports necessary to improve student performance by reviewing and/or adjusting current instructional plans; Teachers collaboratively create curriculum maps to capture higher-</p>	<p>Kindergarten through 3rd grade</p>	<p>9/4/2014 – 6/26/2015</p>	<p>Key personnel include: Principal, Assistant Principal, classroom teachers, including the special education teachers in ICT classes, the SETSS, ESL and RTI teachers, cluster teachers, service providers and paraprofessionals</p>

order thinking questions, tiered tasks and rubrics which assess student understanding; Informative, interactive video tools, like Brain Pop Jr., engage students in concrete representations of content; Professional development for teachers to learn strategies to help students develop persistence, resilience and patience while grappling with new and complex tasks and concepts.			

Part 4 – Resources Needed

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

Instructional and human resources used to implement strategies include:

- Administration
- Classroom and out of classroom teachers including cluster, ESL, SETSS, and RTI teachers and related service providers
- CFN Support Specialists
- Professional Development
- Teacher College Reading and Writing Project
- LLI (Leveled Literacy Intervention) is a Fountas & Pinnell research-based intervention system, which is implemented by the RTI Teacher to provide Tier 2 interventions
- Foundations
- Great Leaps
- Winston
- Parent/Guardian involvement

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

Fair Student Funding
 NYSTL
 Per Session Funds
 OTPS
 Tax Levy Funds will continue to be used to fund our full-time classroom teachers, four Special Education teachers in ICT classes and our newly hired teacher for a 12:1 setting, and SETSS, ESL and RTI teachers.
 OTPS will fund purchases for additional instructional materials to support curriculum development
 Tax Levy Funds for professional development sessions with the Teachers College staff developer, for all grades levels, will focus on the ELA curriculum, teaching and learning.
 Per Diem funding for substitute teacher coverage will be used for teachers to attend in-house or out-of-school professional development.
 Per session funding for Instructional Lead Teachers who meet monthly with CFN Support Specialists to plan CCLS tasks and assessments will be allocated.
 NYSTL funding will continue to allow for the purchase of leveled and content-specific books for students, professional texts for teachers and hardware and software to enrich learning.

Part 6 – Progress Monitoring

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

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

The writing baseline is administered in September, the benchmark to measure progress in February and the end-of-year in June 2015. In February, a writing benchmark assessment will be given to students to identify progress made toward meeting this goal. The benchmark assessment will mirror the baseline assessment in that students will be presented with a writing prompt and set of texts on a particular topic. They will be asked to write an informational response, using information from across texts to respond to the prompt. The task will be intended to address reading, writing, and conventions. Teachers will utilize the MOSL Writing Performance Task rubric to norm and score the benchmark assessment.

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.

Students need a supportive environment in order to learn and feel safe. Danielson Frameworks for Teaching, Components 2a: Creating an Environment of Respect and Rapport, and 2b: Establishing a Culture for Learning addresses this in teacher observations. The Learning Environment Survey addresses the supportive environment. The Capacity Framework addresses trust as key to a successful school. Therefore, it was determined that looking at how supported students feel in the school and aligning professional development and other resources to this idea, was an important goal to use. A supportive environment is a necessary ingredient to a successful school.

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.

In order to improve the school’s methodology to a culture of trust, where students feel supported and protected, and safe both for learning and physically, and where respect is built between students and teachers and students to students we will we will meaningfully involve the school community and offer a wide variety of social/emotional development programs so that by June 2015 80% of students will agree that the school climate is supportive as measured by a school created survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The five elements from the Capacity Framework are embedded in each strategy below. School environment: Effective school leadership that promotes a positive school climate that values mutual respect and trust; Communication and care between students, between staff, between students and staff, and between staff and families; Foster positive school-family partnerships by communicating with families about curriculum, homework, behavior, and progress and by encouraging families to participate in school-based activities;	The entire school community: All Students, Staff and Families	9/4/2014-6/26/2015	Key personnel include: Principal, Assistant Principal, classroom teachers, including the special education teachers in ICT classes, the ESL, SETSS and RTI teacher, cluster

<p>Parent/Guardian participation in Tuesday's Parent Engagement Block;</p> <p>Encourage students to go to an adult/staff member to express concerns and needs when upset, feeling ill, and needing to talk;</p> <p>Ensure that every child in the school is truly known by at least one adult in the school;</p> <p>Foster safety, order and discipline while also listening to students concerns via conflict resolution strategies and counseling;</p> <p>Clear goals, expectations, structure and rules while also offering practical strategies for decision making and self-regulation;</p> <p>Peer/ peer and youth/adult partnerships that encourage youth to resolve conflicts, work out problems and develop trust;</p> <p>Offer opportunities for students to engage as leaders via student council (elected by students);</p> <p>Assembly presentation and character education enrichment to promote kindness and to prevent-bullying or discrimination;</p> <p>Mandated curriculum on cyber safety and anti-bullying presented to all students in technology program</p> <p>Guidance counselor supports students' social-emotional needs and helps maintain students' positive attitudes towards school;</p> <p>Workshops for parents on anti-bullying and strategies for school success;</p> <p>Random acts of kindness certificates – teachers recognize students caught doing something nice for other students.</p>			<p>teachers, service providers and paraprofessionals</p>
<p>Professional Development:</p> <p>Anti-bullying workshop for all staff</p> <p>Workshop to report noticed or suspected child abuse;</p> <p>PD workshop by educational consultant on growing a supportive school environment</p>	<p>All teachers, paras, school aides</p>	<p>September 2014-June 2015</p>	<p>Key personnel include: Principal, Assistant Principal, classroom teachers, including the special education teachers in ICT classes, the ESL, SETSS and RTI teacher, cluster teachers, service providers and paraprofessionals</p>
<p>Classroom environment:</p> <p>Teachers model behaviors that foster respect, mutual care and open communication (via active listening, turn and talk, positive feedback, politeness; body language that indicates genuine interest);</p> <p>Teachers interact with students in ways that promote welcoming, safe and orderly classroom environments where all students feel valued and comfortable;</p> <p>Clear expectations of rules with class constitutions and student input;</p> <p>Positive behavior plans;</p> <p>Encourage student decision making, choice and self-management in the classroom via differentiated instruction and by encouraging students to voice their learning interests and goals;</p> <p>Teachers promote academic self-confidence in students by meeting individualized learning needs and by incorporating</p>	<p>All teachers, paras, school aides</p>	<p>September 2014-June 2015</p>	<p>Key personnel include: Principal, Assistant Principal, classroom teachers, including the special education teachers in ICT classes, the ESL, SETSS and RTI teacher, cluster teachers, service providers and paraprofessionals</p>

<p>student ideas into their instruction; Teachers care for and listen to students needs and concerns and have knowledge of students' academic and social-emotional needs; Teachers knowledge of IEPs for Students with Disabilities Teachers encourage family participation and communication; Promote positive peer relationships where students both challenge and support one another via group projects, partner work and activities both during and after school; Discussions between students on topics within the curriculum to encourage expressions of thoughts and feelings.</p>			

Part 4 – Resources Needed

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

Instructional and human resources used to implement strategies include:

- Administration
- Classroom and out of classroom teachers including cluster, ESL, SETSS, and RTI teachers and related service providers
- Parents and Guardians of students
- SLT
- Parent Teacher Association
- Additional instructional materials
- Professional development sessions
- Content-specific books for students and software to enrich learning of these concepts

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

Fair Student Funding
NYSTL
Per Session Funds
OTPS
Tax Levy Funds will continue to be used to fund our full-time classroom teachers, four Special Education teachers in ICT classes and our newly hired teacher for a 12:1 setting, and SETSS, ESL and RTI teachers.
Parent Coordinator (TL Parent Coordinator)
OTPS will fund purchases for additional instructional materials to support curriculum development
Tax Levy Funds for professional development sessions
Per Diem funding for substitute teacher coverage will be used for teachers to attend in-house or out-of-school professional development.
NYSTL funding will continue to allow for the purchase of leveled and content-specific books for students, professional texts for teachers and software to enrich learning

Part 6 – Progress Monitoring

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

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

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

In February, we will develop a student survey to assess student perceptions of the school environment. The survey will look at 4 concepts: welcoming classrooms, safe and orderly environment, peer support and encouragement and teacher support of students. In March, the survey will be administered to all students in Kindergarten through Grade 3, and in April, this data will be analyzed to determine the percentage of students who feel that the school environment is supportive, safe and welcoming.

Part 6b. Complete in February 2015.

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

5. 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).
6. 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.

Collaborative Teachers (Reading and Independent Reading Levels)

Teachers work collaboratively to improve the reading levels of all students.

Reading, a priority area of instruction, is essential for improving student performance in all subject areas. In September 2014, 35% of students (74 out of 237 students) in grades 1-3 scored at proficiency levels 1, 2 or 3 in reading. In kindergarten, 50% of the students were either Pre-Emergent (11%) or Early Emergent (39%) readers. They were identified for a CEP goal for the 2014-2015 school year. The school community recognizes that students must make adequate reading progress of at least one year’s growth in order to be successful and achieve the Common Core Learning and Statewide Standards. The Common Core Learning Standards (CCLS) require a rigorous reading curriculum in order to prepare our students to be college and career ready. All students are required to maintain high academic standards. Therefore, the school community believes that a goal addressing reading growth would be appropriate as a school-wide target.

This data was collected through TC Assessment Pro - <https://www.rwpassessments.com>. The 74 out of 237 students in grades 1-3 who scored at proficiency level of 1, 2 or 3 include English Language Learners (ELLs), economically disadvantaged, general education and Students with Disabilities (SWD). 24% are ELLs, 27% are full-time special education students in Integrated Co-teaching Classes, and 36% are economically disadvantaged. Some students fall into more than one subgroup.

The 60 students in kindergarten who scored at proficiency level of Pre-Emergent or Early Emergent include English Language Learners (ELLs), economically disadvantaged, general education and Students with Disabilities (SWD). 33% are ELLs, 18% are full-time special education students in Integrated Co-teaching Classes, and 22% are economically disadvantaged. Some students fall into more than one subgroup.

The data for kindergarten was taken from September 2014. For students in Grades 1-3, the IRLs from June 2014 are compared to September’s 2014.

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.

In order to ensure coherence across classrooms of the organization and sequencing of curriculum and increase levels of reading that is critical for students to perform at higher levels of learning in all curricula areas, 100% of teachers and teacher teams will collaboratively analyze and revise units, lessons, rubrics and assessments, in alignment to the CCLS so by June 2015, 40% of the lowest 1/3rd of performing students in reading levels will demonstrate at least ½ year’s growth in reading levels as measured by the TCRWP Benchmark Reading Levels and Marking Period Assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>The five elements from the Capacity Framework are embedded in each strategy below.</p> <p>In September, classroom teachers administer the Teachers College Independent Reading Level (IRL) Running Records as a baseline assessment to all students. These Running Records are used as a Universal Screening Tool that is administered at least 4 times a year;</p> <p>Classroom teachers look at the June 2014 data in TC Assessment Pro for Grades 1-3 to serve as a baseline;</p> <p>Classroom teachers, data specialist, administration and support staff review and analyze current data collaboratively to find the best ways to instruct small groups and target individual needs;</p> <p>Third grade teachers, data specialist, administration and support staff review and analyze data collaboratively from the NYS ELA 2014 to find the best ways to instruct small groups and target individual needs;</p> <p>SETSS teacher and RTI teacher review the AIS (Academic Interventions Services) list from the 2013-2014 school year to accumulate data on possible students who would need RTI services in the 2014-2015 school year;</p> <p>General and Special Education teachers, ESL, SETSS and RTI teachers review running records and IRL's and collaborate to find common goals for individual students and plan for small groups;</p> <p>Teachers group students for guided reading and strategy lessons in order to differentiate instruction and provide Tier 1 Interventions;</p> <p>Benchmark assessments are administered in September, November, February, and May/June to ascertain progress toward meeting June goals. Data is collected and analyzed at these specific months;</p> <p>The LLI tool is used for progress monitoring once a week;</p>	<p>The lowest 1/3 of students in grades 1-3 and the bottom half of kindergarten students will be targeted for this goal.</p>	<p>Students are assessed at least 4 times a year to ensure they are meeting grade level benchmarks by using TC Running Records (September, November, February and June)</p>	<p>Key personnel include: Principal, Assistant Principal, classroom teachers, including the special education teachers in ICT classes, the SETSS and RTI teacher, cluster teachers, service providers and paraprofessionals</p>

<p>Other interventions that are used include Wilson, Foundations and Great Leaps, which are both literacy research-based programs; NYC ELA Periodic Assessments are administered to grade 3 students twice a year and data is analyzed to plan instruction;</p> <p>Individual teacher/class/grade meet to review data and discuss conference notes, classroom goals and individual goals, modify instruction and small groups as needed;</p> <p>Common planning on grade level to collaborate on future lessons of study and to plan multiple entry points to meet the needs of all students;</p> <p>Collaboration with CFN Network Support Specialists in Instructional Practices in order to meet the reading needs of students;</p> <p>Weekly meetings with co-teachers in ICT classes to plan differentiated lessons in all components of balanced literacy;</p> <p>The RTI teacher meets with identified students 3 to 5 times in a week in 9 to 12 week cycles. Progress is measured weekly and flexible grouping enables students to move to Tier 1, remain in Tier 2 or move to Tier 3;</p> <p>LLI (Leveled Literacy Intervention) is a Fountas & Pinnell research-based intervention system, which is implemented by the RTI Teacher to provide Tier 2 and Tier 3 interventions;</p> <p>Implementation of research-based reading programs (Leveled Literacy Intervention) during the school day, to target specific reading goals;</p> <p>All classroom and cluster teachers, ESL and SETSS teachers are responsible for implementing plans of differentiation;</p> <p>Reading Workshop to be administered 5 times a week (45 minutes each period) in all grades;</p> <p>In addition to the Reading Workshop component, read alouds, shared reading and CLOSE reading in all curricular areas contribute to academic instruction in reading in order to reach targeted goal;</p> <p>Professional Development for all teachers with TC staff developer and other research-based reading programs to help students achieve targeted goal;</p> <p>Data specialist checks that data is in compliance, correctly recorded and available to all staff. Data specialist shares and discusses specific and relevant data with staff;</p> <p>Professional Development for all teachers in the use of Thinking</p>			
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<p>Maps to help students organize ideas;</p> <p>Data to be entered into TC Assessment Pro 4 times across the year allowing for review and utilization of data for instructional purposes;</p> <p>Collaboration with the full-time RTI teacher and SETSS with classroom teachers, cluster teachers and providers of related services;</p> <p>Collaboration with the full-time ESL teacher and teachers of students who are ELLs with IEPs;</p> <p>Bi-monthly RTI and PPT meetings (with SBST) to discuss students, interventions, analyze data and any difficulties that they may be having that prevent them from meeting reading goals;</p> <p>Monthly Student Intervention Teams (SIT) meetings are held to assist in writing quality IEP goals.</p> <p>Title III after-school program fosters language acquisition through the arts. This year’s digital animation and storytelling will be the instruction;</p> <p>Uses of multiple modalities are utilized for the visual, kinesthetic, tactile and auditory learners;</p> <p>Speech teachers use of language to express understanding;</p> <p>Related Service Providers use language to reinforce literacy learning;</p> <p>eBooks, and literacy APPs foster reading and comprehension;</p> <p>Technology enhances student learning through online research, and creation of digital reports and presentations;</p> <p>Interactive Lessons on SMART Boards enrich instruction and student engagement;</p> <p>Research-based reading from texts and websites foster comprehension, analysis and critical thinking;</p> <p>SETSS program in Literacy, 15 periods per week, for targeted students;</p> <p>12:1 class for students whose IEPs mandate a smaller learning environment.</p>			

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Part 4 – Resources Needed

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

Instructional and human resources used to implement strategies include:

- Administration
- Classroom and out of classroom teachers including cluster, ESL, SETSS, and RTI teachers and related service providers
- CFN Support Specialists
- Teacher College Reading and Writing Project
- ESL Title III After School Program
- Professional Development
- LLI (Leveled Literacy Intervention) is a Fountas & Pinnell research-based intervention system, which is implemented by the RTI Teacher to provide Tier 2 interventions
- Foundations
- Great Leaps
- Winston
- Parent/Guardian involvement

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

Fair Student Funding
 NYSTL
 Per Session Funds
 OTPS
 Tax Levy Funds will continue to be used to fund our full-time classroom teachers, four Special Education teachers in ICT classes and our newly hired teacher for a 12:1 setting, and ESL, SETSS and RTI teachers.
 OTPS will fund purchases for additional instructional materials.
 Tax Levy Funds for professional development sessions with the Teachers College staff developer, for all grades levels, will focus on the ELA curriculum, teaching and learning.
 Per Diem funding for substitute teacher coverage will be used for teachers to attend in-house or out-of-school professional development.
 Per session funding for Instructional Lead Teachers who meet monthly with CFN Support Specialists to plan CCLS tasks and assessments will be allocated.
 NYSTL funding will continue to allow for the purchase of leveled and content-specific books for students, professional texts for teachers and software to enrich learning.

Part 6 – Progress Monitoring

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

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

Progress will be monitored in February to determine which students are or are not improving their reading levels to meet the goals.

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

17.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
18.	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

7. 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).
8. 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.

Goal – Effective School Leadership

Based on 2013-2014 teacher effectiveness data and last year’s teacher observations, using Danielson Frameworks for Teaching – components 1e. Designing Coherent Instruction and 3c. Engaging Students in Learning, most teachers received an effective rating in these areas and a few teachers were rated highly effective. In order to raise the level of student academic accomplishment through improved teaching practices, the school leadership will provide differentiated professional development to all teachers, give informative feedback to teacher observations and support teacher practices. The goal is to raise the number of teachers getting highly effective in these two components.

In addition, with continued changes in instructional practices, the adoption of the Common Core Learning Standards, Special Education Reform and other modifications to the education of students, professional development for pedagogues, related service providers, and other staff members, is an essential ingredient to the success of our students. Therefore, professional development in our school (and citywide) is a priority.

2014 was the second year that the New York State Assessments (3rd grade Mathematics and ELA) incorporated the Common Core Learning Standards. Student performance on the NYS Mathematics and ELA for 2013 and 2014 has been lower than the results of 2012 and previous to that year. For instance, in 2013, the percentage of students achieving proficiency on the Mathematics test was 81% and in 2014 it was 77%. On the NYS ELA for 3rd grade, in 2013 the percentage of students meeting standards was 54% and in 2014, it was 51%. The need for PD is to prepare teachers to help all students for these culminating tests (as one indicator of their achievement) and in all curricula areas. Teachers and related providers will be further prepared to meet all the changes and challenges in education so that students can meet standards and be college ready and/or prepared for careers.

Effective school leadership will include further development to build close community ties with the families of students.

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.

In order to foster a shared understanding of effective pedagogical practices, we will provide targeted and differentiated professional development based on feedback from teacher observations that will elevate teacher practice so that by June 2015, 30% of teachers will see an increase of one (1) level of performance in Danielson component 3c (Engaging Students in Learning) as measured by final ratings in the Advance System.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>

<p>for this Capacity Framework element, including:</p> <p>19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>20. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>21. Strategies to increase parent involvement and engagement</p> <p>22. Activities that address the Capacity Framework element of Trust</p>	<p><i>Who will be targeted?</i></p>	<p><i>start and end date?</i></p>	<p><i>for implementing and overseeing the activity/strategy?</i></p>
<p>School leaders observe teachers, providing feedback to engage in improving instructional practice;</p> <p>Teachers and school leaders will prioritize to narrow the gap between what the standards describe and what students currently know and are able to do and allow for strategic use of resources;</p> <p>Provide interactive and targeted professional development to improve teacher pedagogy;</p> <p>Each Math Lead teacher and each Literacy Lead Teacher (K-3) facilitate their grade’s professional development at weekly team meetings and other scheduled professional development opportunities throughout the school year;</p> <p>Ongoing, throughout the school year, teachers collaboratively create curriculum maps to capture higher-order thinking questions, tiered tasks and rubrics which assess student understanding;</p> <p>At weekly team meetings, teachers examine student work and the related instruction and teacher practice, diagnosing the changes and supports necessary to improve student performance by reviewing and/or adjusting current instructional plans;</p> <p>New teacher mentoring once a week with administration to discuss best practices;</p> <p>Research project with American Institute of Research (AIR) for NYS on RTI practices;</p> <p>Leadership communicates a clear vision for the school and the instructional focus;</p> <p>Instructional materials are coordinated with curricula throughout the school;</p> <p>Leadership promotes close family and community ties;</p> <p>The SLT under the leadership of the principal provides a cohesive school environment.</p>	<p>All Teachers</p>	<p>9/4/2014-6/26/2015</p>	<p>Key personnel include: Principal, Assistant Principal, classroom teachers, including the special education teachers in ICT classes, the SETSS and RTI teachers, cluster teachers, service providers and paraprofessionals</p>

Part 4 – Resources Needed

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

Instructional and human resources used to implement strategies include:
 Administration meetings and workshops
 Classroom and out of classroom teachers including cluster, ESL, SETSS, and RTI teachers and related service

providers
 CFN Support Specialists
 Teacher College Reading and Writing Project
 ESL Title III After School Program
 Professional Development
 Instructional Lead Teacher meetings with CFN Support Specialists to plan CCLS tasks and assessments
 Parent/Guardian involvement
 Content-specific books for students and software to enrich 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		Title I Basic		Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Fair Student Funding
 NYSTL
 Per Session Funds
 OTPS
 Tax Levy Funds will continue to be used to fund our full-time classroom teachers, four Special Education teachers in ICT classes and our newly hired teacher for a 12:1 setting, and ESL, SETSS and RTI teachers.
 OTPS will fund purchases for additional instructional materials.
 Tax Levy Funds for professional development sessions with the Teachers College staff developer, for all grades levels, will focus on the ELA curriculum, teaching and learning.
 Per Diem funding for substitute teacher coverage will be used for teachers to attend in-house or out-of-school professional development.
 Per session funding for Instructional Lead Teachers who meet monthly with CFN Support Specialists to plan CCLS tasks and assessments will be allocated.
 NYSTL funding will continue to allow for the purchase of leveled and content-specific books for students, professional texts for teachers and software to enrich learning.

Part 6 – Progress Monitoring

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

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

In February 2015, supervisors will analyze teacher observation data by using Danielson Frameworks for Teaching. By this time, 50% of all teachers will demonstrate the use of differentiation strategies during instruction.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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

9. 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).
10. 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.

Due to budgetary constraints, and the loss of a cluster position (expressive art cluster), the need for art instruction and student engagement in the arts has been paramount. Through grants, other funding such as Title III, Parent Teacher Association, and school funds, art curriculum has been enhanced for all students. As PS 130 is a school of Pre-kindergarten through 3rd grade, engagement in the arts is essential. Parents have strongly encouraged the arts curriculum and the administration and staff have incorporated the arts in many ways.

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.

In order to collaborate with families as full partners in the learning and development of their children we will increase the number of arts experiences by 50% so that by June 2015 there will be a 20% increase in parents responding Strongly Agree to the prompt, “My child’s school offers a wide enough variety of courses, extracurricular activities, and services to keep my child interested in school,” as measured by the New York City School Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust			
The school will host a curriculum night to provide information to parents in understanding the expectations of each grade; Parent workshops will be provided by parent coordinator on Common Core Learning Standards to assist parents with instructional strategies that support students with current units of study; Parent workshops will be provided by teachers on Common Core Learning Standards to assist parents with instructional strategies that support students with current units of study;	100% of all students in Pre-kindergarten, Kindergarten Grade 1 through 3	9/4/2014-6/26/2015	Key personnel include: Principal, Assistant Principal, classroom teachers, including the special education teachers in ICT classes, the ESL, SETSS and RTI

<p>Teachers meet with parents/guardians during Parent Engagement Block;</p> <p>School website keeps families apprised of events and curriculum;</p> <p>Families and teachers attend events for students, such as at Barnes and Nobles, McDonald Night, Snowflake Ball, Halloween party and student talent show;</p> <p>Parents actively engaged in SLT, Safety Committee, Building Response Team;</p> <p>Technology Program presents Technology Fair in the spring for families;</p> <p>Science Program presents Science Fair for families;</p> <p>Art Committee of administration, parent coordinator, parents and teachers discuss options, share decision making on program to use, and analyze success of each:</p> <p style="padding-left: 20px;">Kindergarten – Music Instruction Chorus and rhythm- once a week Choral concert is presented to parents</p> <p style="padding-left: 20px;">Grade 3 – Music Instruction Chorus and Playing the Recorder once a week Students perform for parents/families, at Ozanam Hall Nursing Home and at their promotion ceremony in June</p> <p style="padding-left: 20px;">Grade K-3 – Arts Instruction via Studio in a School PTA sponsored; Parent funded After school program</p> <p style="padding-left: 20px;">Arts Instruction via Marquis Studios Theatre instruction via Queens Theatre in the Park Grade 2 students participate after school Teacher works with Theater Artists Students perform in school for all students and at the Queens Teacher in the park for families and the community</p> <p style="padding-left: 20px;">Violin Instruction After school, once a week, from December to May Parents/Guardians pay for program Students perform for families as a culminating activity</p> <p style="padding-left: 20px;">Title III after-school Magic Box arts/literacy program Parent participation in sessions</p>			<p>teachers, cluster teachers, service providers and paraprofessionals, Parent Coordinator</p>

Part 4 – Resources Needed

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

Instructional and human resources used to implement strategies include:

- Administration meetings and workshops
- Classroom and out of classroom teachers including cluster, ESL, SETSS, and RTI teachers and related service providers
- CFN Support Specialists
- Teacher College Reading and Writing Project
- ESL Title III After School Program
- Professional Development, including with arts organizations and network workshops, in-house or out-of-school
- Parent/Guardian involvement
- Content-specific books for students and software to enrich learning
- Parent Coordinator workshops for parents

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

Fair Student Funding
 NYSTL
 Per Session Funds
 OTPS
 Tax Levy Funds will continue to be used to fund our full-time classroom teachers, four Special Education teachers in ICT classes and our newly hired teacher for a 12:1 setting, and SETSS, ESL and RTI teachers. OTPS will fund purchases for additional art instructional materials. Tax Levy Funds for professional development sessions with arts organizations, for all grades, will focus on ARTs and Literacy curriculum, teaching and learning. Per Diem funding for substitute teacher coverage will be used for teachers to professional development. Per session funding for teachers who meet with art specialists to plan art projects and assessments. Per session will be provided for teachers who instruct in the afterschool art programs. NYSTL funding will allow for the purchase of art supplies for students, professional texts and software to enrich learning. Casa Grant from NYS Senator Avella funds school for Queens Theatre in the Park.

Part 6 – Progress Monitoring

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

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

By February 2015, 100% of all students will have engaged in art experiences during the school day. 30% of students will have engaged in after school art programs.

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

33. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
34. 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Teacher recommendations</p> <p>Screening Tool (TCRWP RR and word lists,)</p> <p>Writing Assessments</p>	<p><u>Tier 1 Interventions:</u> Guided reading Shared reading Strategy groups Interactive writing Close Reading Reteach 1:1 or small group</p> <p><u>Tier 2 Interventions:</u> Leveled Literacy Intervention (LLI) Foundations Great Leaps (Fluency) Repeated Reading/Close Reading and Writing about Reading</p>	<p>Tier I interventions: One-to-one Small group instruction is provided for identified students as needed.</p> <p>Tier II: Small groups – maximum ratio of 1:4</p> <p>Tier III: Ratio of 1:1 or 1:2</p>	<p>Tier I interventions: Throughout the school day</p> <p>Tier II interventions: During the school day</p> <p>Tier III: During school day</p>
Mathematics	<p>Interventions Math Unit Assessments</p>	<p>Interventions from <i>Go Math</i> are utilized.</p> <p>Tier 2 and Tier 3 strategies from <i>Go Math</i> Strategy groups Great Leaps (math fluency) Problem Solving groups</p>	<p>Tier I interventions: Small flexible groups One-to-one</p> <p>Tier II: Small flexible groups One-to-one</p> <p>Tier III: 1 or 1:2 in a teacher/student ratio</p>	<p>Tier I interventions: Throughout the school day</p> <p>Tier II: School day</p> <p>Tier III: School day</p>
Science	<p>Science Unit Assessments</p>	<p>Core curriculum – TC units of study.</p>	<p>Small groups instruction</p>	<p>Services are provided</p>

	Science Journal	<p>Reading in the content areas is supported by classroom teachers and science teacher</p> <p>Guided reading Close reading Repeated reading Interactive writing</p> <p>Shared writing Conversation circles</p> <p>Hands on experiments and note-taking by using a variety of organizers and thinking maps</p> <p>The RTI teacher provides Tier II content area support with students who are not meeting grade level benchmarks by using Leveled Literacy Intervention with informational texts</p>	One-to-one instruction according to student need	<p>throughout the day in all content areas.</p> <p>Science class</p>
Social Studies	Social Studies Unit Assessments	<p>Core curriculum – TC units of study.</p> <p>Reading in the content areas is supported by classroom teachers</p> <p>Guided reading Close reading</p>	<p>Small groups instruction</p> <p>One-to-one instruction according to student need</p>	Services are provided throughout the day in all content areas

		<p>Repeated reading Interactive writing Shared writing Conversation circles Research and note-taking by using a variety of organizers and thinking maps The RTI teacher provides Tier II content area support with students who are not meeting grade level benchmarks by using Leveled Literacy Intervention with informational texts</p>		
<p>At-risk services (e.g. provided by the <i>Guidance Counselor, School Psychologist, Social Worker, etc.</i>)</p>	<p>Teacher Recommendations through the RTI Process, PPT Process, or Crisis Intervention Team</p>	<p>Guidance counselor: Provides counseling - meets with small groups and 1:1 counseling Services mandated and non-mandated (at risk) students Leads parent workshops throughout the school year Meets with parents Contacts outside agencies and fosters partnerships with school and families</p> <p>School psychologists: One day a week, gathers information on identified students from staff and teachers Observes in classrooms Gives clinical interviews with</p>	<p>Guidance counselor: Meets with small groups and 1:1 counseling during the school day.</p> <p>School psychologists: Meet with parents, teachers and students Observation in classrooms, clinical interviews</p> <p>Social worker: Pushes into classrooms one day a week during the school day</p> <p>Full-time nurse: Works with individual students, whole classrooms, or small groups.</p>	<p>Guidance counselor meets with students during the school day. The school psychologists provide services during the school day. The social worker provides services during the school day. The full-time nurse provides services during the school day.</p>

		<p>parents Gathers social histories from parents Administers standardized intelligence scales Administers PT, OT, language and speech assessments, as needed Reports are shared with parents and appropriate staff</p> <p>Social worker: Pushes into classrooms to facilitate a positive reinforcement plan for targeted students in small group settings or with individuals</p> <p>Full-time nurse: Works with individual students, whole classrooms, or small groups</p>		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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).

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.).

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.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

1. 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.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.

10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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

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 as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo 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: P.S. 130 Q	DBN: 25Q130
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____	
Total # of ELLs to be served: 55	
Grades to be served by this program (check all that apply):	
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: 2	
# of certified ESL/Bilingual teachers: 1	
# of content area teachers: 1	

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The direct instruction supplemental program at P.S. 130 will be an after school program to be held on Thursday afternoons from 2:40pm to 4:00pm with 20 sessions which will address the English language learning needs of 55 kindergarten through grade three mandated ELL's through a partnership with Magic Box Productions, a Media Arts Residency. Instruction will be delivered in English. The program will begin in December and end in May. Students will be grouped by grade. Students With Disabilities will be included in the kindergarten, second and third grade groups. Newcomers are in the kindergarten group. One certified ESL teacher and one Teaching Artist from Magic Box Productions will guide second and third grade students through the mastery of video, photography and digital equipment and techniques to explore and document their world, and to deepen and demonstrate understanding of academic subjects such as language arts, social studies and science. This program will strengthen ELL's language skills in listening, speaking and writing through hands-on project-based learning as they are introduced to the basic concepts and terminologies of photography and stop motion animation through a curriculum designed to build vocabulary, creativity, observational and critical thinking skills. The overall theme will be "Our Community". Approximately ten second and third grade ELL's will participate in ten sessions of Stop Motion Animation. This curriculum teaches the building blocks of sequential art and how to turn those pieces into an animated sequence. The residency encourages student reflection through comparisons, defending choices, presenting evidence and persuasion. Skills include storyboarding, taking digital images, image manipulation and adding speech to the animation. Students will work collaboratively to create a series of short stop motion animations inspired by important places and faces in the local community. The Teaching Artist will focus her teaching on the technological aspects of the project such as how to use the digital camera, image manipulation and adding speech to the animation. The ESL teacher will focus her teaching on vocabulary development, storyboarding and promoting conversation. Approximately 15 first grade ELL's and two groups of 12 kindergarten students per group will participate in ten sessions of Digital Photography. Students will work in teams to learn vocabulary, techniques and language of digital photography, and then use these tools to document the faces and places of their school and community. Their photos will be used as a basis for writing and verbal reflections. Since the kindergarten/first grade group will be split, half of the students will work with the teaching artist and a common branch teacher for five sessions of Digital Photography and then work with the ESL teacher for another five sessions of a puppetry workshops. The Teaching Artist will focus her teaching on the use of the digital camera and the common branch teacher will focus her teaching on vocabulary development and promoting conversations around the photographs. The ESL teacher will use realistic puppets and a wooden puppet theatre students to strengthen listening and speaking skills by acting out various pieces of literature. Materials include: 2 digital cameras, 2 memory cards, 2 batteries and 1 charger. This Magic Box Residency is exclusive for the Title III After School Program for ELL students.

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: The Magic Box Productions Residency Program provides weekly Professional Development for the teachers working in the Title III After School Program. Andrea Goldman, the Teaching Artist, will model strategies for integrating digital media to build vocabulary, creativity and observational and critical thinking skills. Natalie Louis, the Teacher's College Staff Developer will provide 10 days of job-embedded Professional Development to the ESL teacher as well as all classroom teachers (which include the Title III team) in grade cluster cycles to plan units of study in reading and writing that incorporate both content and language objectives for English Language Learners. There will be four cycles to the work with Ms. Louis. Cycle 1: 10/8 - kindergarten and grade 1, 10/22 - second and third grade. Cycle 2: 12/1 and 12/15 - kindergarten and grade 1. Cycle 3: 1/7, 2/11, 3/2 and 3/18 - second and third grade. Cycle 4: 3/9 and 3/23 - kindergarten and grade 1. The ESL teacher will participate in a six-week study group, learning how to use close reading to strengthen reading comprehension of ELL's, during the 80 minute Professional Development block on Mondays. Another six week cycle during this time will be dedicated to a second and third grade teacher study group around the book entitled Scaffolding Language, Scaffolding Learning, Teaching Second Language Learners in the Mainstream Classroom by Pauline Gibbons. A third six week cycle will include a kindergarten and first grade teacher study group around the book entitled Balanced Literacy for English Language Learners, K-2 by Linda Chen and Eugenia Mora-Flores. Steven Giloy, a Network Staff Developer, will work with the ESL teacher as well as classroom teachers (which include the Title III teachers) modeling research based strategy lessons such as building academic language and Thinking Maps that meet the language needs of the ELL students.

Part D: Parental Engagement Activities

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

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

Begin description here: Parents of second and third grade ELL's will participate in a 30-minute culminating Film Festival of their children's animation videos. Parents of kindergarten and first grade ELL's will participate in a 30-minute culminating exhibition of their children's photographs. During these culminating events, students will share their work as well as the process they went through to get to their final product. Michelle Strent, the certified ESL teacher, the Common Branch teacher and Andrea Goldman, the Magic Box Productions Teaching Artist, will facilitate these events. In addition, parents of ELL's will be invited to a six week series of multimedia parent/child workshops where together they will create a personalized calendar. Participants will bring in photographs of family traditions (i.e. holiday and birthday celebrations) as well as use the digital cameras to photograph each other during the workshop. The series will culminate with a food festival where each family brings in a food specific to

Part D: Parental Engagement Activities

their ethnic background. Photographs of the festival will be taken using the digital cameras. Students will strengthen their verbal and writing skills by engaging in conversations with their parents as well as writing captions about their pictures. Michelle Strent, the ESL teacher, and Kelly Pawson, the Parent Coordinator, will facilitate these workshops. Each six week cycle will be grade specific and take place for 40 minutes during the Parent Engagement Block. The kindergarten cycle be in December and January, first grade in February and March and second and third grade in April and May. The ESL teacher will send out a letter in English and translated into Chinese, Korean and Spanish (the three main second languages in the school) inviting parents to these events as well as posting them on the school website. Our school website includes a translation application which makes it possible for parents to read information and communicate via email in the native language. If needed, we get parent volunteers to serve as translators during the events.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$1,987.00	1 ESL teacher teaching 20 sessions at 1 hour and 20 minutes 1 Common Branch teacher teaching 9 sessions at 1 hour and 20 minutes
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$8960.00	Magic Box Productions Residency Kindergarten: \$2210.00 First Grade: \$3830.00 Second/Third Grade: \$2670
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$12 \$40 \$20 \$178 Total: \$250	Two memory cards Two camera batteries One camera charger Two Elph cameras
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	\$11,197	_____

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

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 Michelle Contratti	Assistant Principal Laurie Careddu
Coach type here	Coach type here
ESL Teacher Michelle Strent	Guidance Counselor Meryl Schachter
Teacher/Subject Area Frances Gunther/ Technology	Parent type here
Teacher/Subject Area Chrysi Christou/RTI	Parent Coordinator Kelly Pawson
Related Service Provider type here	Other Maureen Moran/SETSS
Network Leader(Only if working with the LAP team) Giuvella Leisengang	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	349	Total number of ELLs	43	ELLs as share of total student population (%)	12.32%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	40		3	3		2				43

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	40	0	3	3	0	2	0	0	0	43
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	2											5
Chinese	11	11	6	1										29
Russian														0
Bengali														0
Urdu	0	1												1
Arabic														0
Haitian														0
French														0
Korean	6	1		1										8
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	19	14	8	2	0	43								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	1	1	0										4
Intermediate(I)		5	3	0										8
Advanced (A)	17	7	4	3										31
Total	19	13	8	3	0	0	0	0	0	0	0	0	0	43

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	3	6	0	0	9
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		6		2		1		9
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school wide screening tool, The Teachers College Comprehensive Literacy Assessments, assess independent reading levels, high frequency words, letter/sound recognition and concepts of print of ELLs at P.S. 130. Kindergarten students are entering school as pre-emergent or early emergent readers, which indicate that these students start school with some knowledge of how the English language

works. 46% of first, second and third grade ELL students meet or exceed grade-level benchmarks while 54% of ELL students in grades 1, 2 and 3 are performing below grade-level benchmarks. Approximately half of this ELL population is showing growth towards language acquisition. Within the other half of our ELL population, students are receiving RTI, ICT and SETSS. This data indicates that we need to create a goal for our school's instructional plan that focuses on improving the outcomes of language acquisition for our most at-risk ELLs.

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

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

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

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

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

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

Not applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our programs is based on student learning outcomes. If students are progressing and showing growth, programs being used are working. The RTI process helps us to reflect and determine the success of our core curriculum and research-based programs that are utilized to target skills. TCRWP running records enable us to measure the independent reading growth of students five times a year. These running records are analyzed and the data trends and noticings are used to evaluate our units of study and mini-lessons.

Teachers reflect and adjust lessons according to the needs of students. Pre and post assessments are administered in writing and all content areas. This allows the teacher to measure growth and to evaluate and adjust teaching in order to ensure successful outcomes. The ELL periodic assessment is also administered to third grade students. This baseline informs instruction and evaluates if programs that are utilized are working. The NYSESLAT is also another measure used to evaluate the success of our teaching and programs.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
English Language Learners (ELLs) at P.S. 130 are identified by Michelle Strent, the full-time ESL teacher, who holds Permanent NYS Certification in TESOL. The first of several steps to identify the ELLs includes administering the Home Language Identification Survey (HLIS) at registration which includes an informal interview of the parents and student in English to determine if he or she is a possible ELL. This interview is conducted either by Michelle Strent, ESL teacher, Michelle Contratti, Principal, Laurie Careddu, Assistant Principal, or Maureen Moran, SETSS teacher. After determining which students need to be tested, Michelle Strent, the ESL teacher administers the LAB-R within 10 days of initial enrollment. Giuvela Leisengang, CFN #207 ELL Network Support Specialist, administers the Spanish LAB for Spanish-speaking students who do not pass the English LAB-R.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Upon identifying the newly-enrolled ELLs, parents are invited to attend an ESL Parent Orientation which takes place within the first two weeks of school. The ESL Teacher and Parent Coordinator facilitate the workshops. All three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) are explained and parents are made aware that they have the option to place their child in the program of their choice. All parents in attendance watch the DOE video in English or in the native languages. Interpreters in Spanish, Chinese and Korean attend the orientation, if needed, to provide additional support for the parents in their native languages. All identified ELLs participate in the ESL instructional program at P.S. 130. We currently do not have a Bilingual or Dual Language Program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Once administration of the LAB-R is concluded, the ESL teacher ensures that entitlement and non-entitlement letters are distributed in English and the native languages. Parents in attendance return the Parent Survey and Program Selection Forms (which are offered in English as well as in the native languages) to the ESL teacher, and the parents not in attendance are invited to a second Parent Orientation where the forms are handed out again. Phone calls are made to parents who do not attend the second orientation to let them know that a Survey and Program Selection Form will be sent home with their child. The ESL teacher then follows up with phone calls and additional notes home to those parents who do not return the surveys in a timely fashion until there is 100% response rate.
All forms are securely stored in a locked file cabinet. All forms are returned, and over the years, parents have chosen P.S. 130 freestanding ESL program.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The ELLs are grouped by grade and language level, and the ESL teacher pushes into classes where there are large numbers of ELLs. Pull-out groups are also created based on grade and language level, with no group being larger than 12 students. The ESL push-in model offers time for the ESL teacher to model vocabulary, sentence structure and language function scaffolds for ELLs during reading and writing workshop.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **1**
Upon reviewing the Parent Survey and Program Selection Forms from the past few years, the overwhelming trend in parental choice is for the Freestanding English as a Second Language program. Therefore, the ESL program offered at P.S. 130 is aligned with parental requests. If parents chose TBE or DL it is explained to them that we do not have the program in the school due to few parental request. We then refer the parent back to their zone school if that school has the program that they prefer or help them locate a different school that provides that type of program. Since we are an application only school, parents that select our school know prior to registration that we only have free standing ESL program. In the last 5 years we have had only two requests for DL programs. Once we explained to the parents that they would have to apply to their zone school, both families have opted to stay at PS 130.

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])?
P.S. 130 is an Early Childhood School serving grades pre-kindergarten through third. A Freestanding English as a Second Language (ESL) program provides instruction in English in order to help English Language Learners (ELLs) meet or exceed New York State and CCLS standards. The ESL program follows a push-in co-teaching model as well as a pull-out model. There is one full-time ESL teacher who holds Permanent NYS Certification in TESOL and works with students in grades kindergarten through third.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table

below)?

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

See the ELL Program Breakdown on page 2.

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

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

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

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

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

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Not Applicable
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

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

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

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

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

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

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

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			

Courses Taught in Languages Other than English

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

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

Social Studies:				
Math:				
Science:				

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

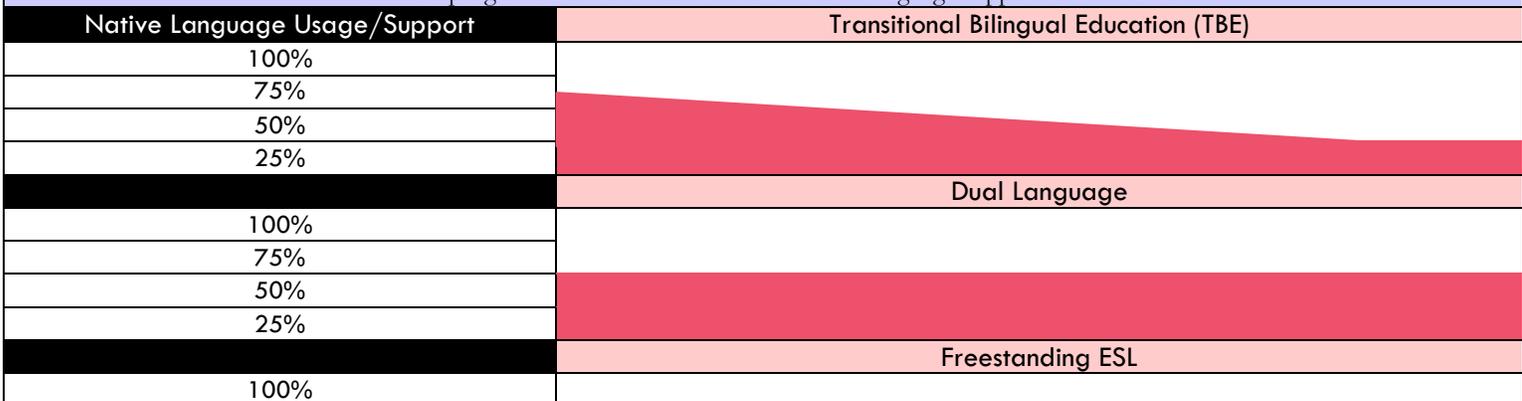
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.
- Targeted intervention programs for newcomer ELLs as well as ELLs receiving services for 4-5 years in ELA include: the ESL, classroom, and RTI teachers collaborate to plan targeted instruction based on individual identified needs after analysis of assessments. Interventions and programs include mini-inquiries to address fluency, literal and inferential comprehension, vocabulary, writing, and phonemic awareness. Programs such as Great Leaps Literacy and Foundations are used strategically to support students as needed in specific cycles for our newcomers.
- Targeted intervention programs for newcomer ELLs and ELLs receiving services for 4-5 years in mathematics include: the ELL Inquiry Group and the ESL teacher collaborate to plan targeted instruction based on students' individual needs identified by assessments and teacher observation. The ELL Inquiry provides push-in services working with small groups thereby reducing the student-teacher ratio. 58 % of ELL students in grades 1-3 participate in the Extended Time program providing small group instruction, 55 minutes two times per week.
- Targeted intervention programs for newcomer ELLs and ELLs receiving services for 4 years in other content areas include: the cluster teachers collaborate with the ESL and classroom teachers to provide additional support and address learning styles through different instructional modalities. The ESL teacher pushes into five kindergarten classes for 1 period each to focus on related vocabulary and concepts. As an early childhood school, grade 3 is our only testing grade. The ESL teacher provides additional support in test preparation and test taking strategies. All support is delivered in English.
- For ELL-SWDs, a set of interventions is put in place as determined by the Pupil Personnel Team. These interventions would consist of push-in ESL several times per week to create the least restrictive environment, RTI services, ELL Inquiry work, small group instruction, targeted instruction in the content areas, counseling (based on need), conferences with parents, Extended Time programs and a referral for additional services, if necessary.
- Some instructional materials already in place to support the learning of ELLs include: Leveled Readers by Houghton Mifflin, Rigby On Our Way to English leveled books, leveled libraries that consist of fiction and non-fiction books, a wide array of literature, eBooks on various digital devices, bilingual books in Spanish, Chinese and Korean, and Words Their Way with English Learners: Word Study for Phonics, Vocabulary and Spelling Instruction by Donald Bear.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Based on data from the most recent 2013 Spring NYSESLAT, the Administration and ESL teacher have formulated an ESL Inquiry Group, to facilitate explicit direct instruction to ELL students, which also includes the Data Specialist, RTI Teacher, and IEP Teacher. Through this group the team hopes to formulate strategies for instruction that will directly improve ELL students' reading/writing and speaking/listening abilities that are directly correlated to the NYSESLAT. Data from TC running records, NYC Performance Tasks, pre-assessments and post assessments in all content areas provide classroom and the ESL teachers with data. In grade three teachers also use data from NYC Periodic Assessments in ELA and Math. All teachers are aware of the needs of the ELL students in their class.
11. What new programs or improvements will be considered for the upcoming school year?
- P.S. 130 believes in a Balanced Approach to Literacy and works in collaboration with Teachers College. This year the ESL teacher will work on building academic language through robust non-fiction read alouds and Close Reading of Text - breaking down complex texts in the content areas.
- The ESL Inquiry Group of Staff has explored the Flushing Council of the Arts (MAGIC BOX, a program designed to improve language development for ELL students). This program will be a supplemental program offered to ELL students after school, 1 time per week to facilitate language development. This program is funded by Title III.
12. What programs/services for ELLs will be discontinued and why?
- We do not plan to discontinue any programs/services for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students are heterogeneously grouped in classes. If an ELL student is struggling academically, they will receive Tier I services by the classroom teacher. If there is little or no improvement in academics, ELL students are recommended for RTI services and are given TIER II interventions outside the classroom. All grade 3 students are invited to be part of the school's test prep program for ELA and Math.
- ELLs have equal access to all school programs and services provided by P.S. 130. For example, all students, including ELLs, participate in the ARTS program through the Queens Council for Arts Education, a program designed to enrich language through the performing arts.

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

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

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

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

Not Applicable

19. For schools with dual language programs:

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

Not Applicable

C. Professional Development and Support for School Staff

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

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

Professional Development activities include:

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

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

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

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

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

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

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

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

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

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

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. At P.S. 130 all parents, including our ELL parents, are invited to be involved in school activities including Breakfast with the Principal, ESL Parent Orientations in the fall, NYSESLAT informational meetings in the spring, Family Reading Buddies, PTA meetings and many other parent workshops. The ESL teacher works together with the Parent Coordinator to ensure that parents of ELLs are informed about meetings and workshops by distributing translated letters, as well as placing a translation stamp on all letters and forms that go home to parents. A budget plan was put in place for Translation and Interpretation Services which includes school personnel as well as contractual services in order to further support the parents of our school community. Furthermore, P.S. 130 has been able to provide interpreters for parents in Korean, Chinese and Spanish who are available when needed at our Open House, the Orientation for newly enrolled students, Parent Teacher Conferences, and the ESL Parent Orientation. Currently, we are partnering with Center for Arts Education, Flushing Council of the Arts (Magic Box arts program) and Teachers College. All parents, including ELL parents are invited to participate in various topic-specific Family Days. Our school website which includes translations in over 50 languages makes it possible for parents to read information, school events, review curriculum, and communicate via emails in their native language.
 2. Due to limited budget restrictions, PS130 has only been able to implement an afterschool ESL Program 1 day per week through an outside ESL Program with a limited amount of Title III money.
 3. The needs of parents are evaluated based on the results from the Learning Environment Surveys, as well as in-house surveys (translated copies are provided). Parents are also encouraged to communicate their needs through informal emails or phone calls to the Principal, Parent Coordinator, ESL and classroom teachers. Our parental involvement activities address the needs of the parents based on the results of the surveys. For example, many parents requested strengthening communication from the school. Another request was to receive more timely information about their child's progress in kindergarten so a kindergarten progress report was created. As always, translators are present at meetings and Parent-Teacher Conferences in order to encourage the ELL parents to attend.
 4. Using data as our tool, our parental involvement activities directly address the needs of our parents. For example as stated above, through surveys, our parents have voiced a need for continuous and on-going communication, in writing, about their child's progress. Therefore, to meet that need, the kindergarten team, the ESL teacher and administration created a Kindergarten Progress Report that will be used to provide information at, and between, reporting periods. In addition, the ESL teacher utilizes a language acquisition progress report to communicate with parents about their child's progress in the ESL program. In order to monitor and revise our services as needed, ESL parents attend regular meetings with the ESL Teacher and Parent Coordinator. As new needs are recognized, our plan of support changes to address those needs.

E. Additional Information

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

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michelle Contratti	Principal		12/2/13
Laurie Careddu	Assistant Principal		12/2/13
Kelly Pawson	Parent Coordinator		12/2/13
Michelle Strent	ESL Teacher		12/2/13
	Parent		1/1/01

Chrysi Christou/RTI	Teacher/Subject Area		12/2/13
Maureen Moran/SETSS	Teacher/Subject Area		12/2/13
	Coach		1/1/01
	Coach		1/1/01
Meryl Schachter	Guidance Counselor		12/2/13
Danielle Giunta	Network Leader		12/2/13
Frances Gunther/Technology	Other <u>Teacher/Subject Area</u>		12/2/13
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 2 Network: 207

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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