

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

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

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Lourdes Velazquez-Peay	*Principal or Designee	
David Levin	*UFT Chapter Leader or Designee	
Maritza Morales	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Desiree Vazquez/Iyanna Peltzer	Member/Parent(s)	
Mindy Cecchetelli	Member/UFT	
Juliet McBride	Member/UFT	
Teresa Gilmore	Member/Parent	
Doreen Amaro	Member/Parent	
Elaine Klimowich	Member/UFT	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
x	<ul style="list-style-type: none">▪ Annual Goal▪ Comprehensive Needs Assessment▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, 100% of teachers will strengthen their instructional practice by attending a minimum of 5 focused professional development opportunities in which they will be able to practice and implement new learning in a safe, collaborative and nurturing environment as measured by classroom observation data. The professional development sessions will include the school's instructional focus of academic vocabulary, the Danielson Framework for Teaching, and specific literacy and math content.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Describe the identified need that generated this goal.

The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards

Based on the results of the following data, ongoing and focused professional development is needed.

End of the 2013-2014 year Teacher Professional Development Survey (The survey indicated that more than 50% of the staff requested continued professional development in Guided Reading, Analyzing Running Records, Deepening their Understanding of the ReadyGen program and academic vocabulary. About 41% of the staff requested continued professional development in bridging instructional gaps in math, deepening their understanding of the math CCLS, math discourse and using models in math)

Beginning of the 2014-2015 Teacher Professional Development Survey (The survey indicated similar results in addition to Questioning and Discussion Techniques, Designing Coherent Instruction and Knowledge of Content and Pedagogy)

Measure of Teacher Practice 2013-2014 Data

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

i. Professional Development Team will meet on a monthly basis to assess the effectiveness of the PD Sessions and monitor its progress towards the school's goals

ii. Professional Development will include, but is not limited to a professional development calendar with a variety of options for all teachers and paraprofessionals. Professional Development will be differentiated based on teacher need, interest and experience.

1. A – Day: collaborative teams use assessment and data effectively, and learn from student work.
2. B – Day: stakeholders to select from a menu of options that address teacher's goals
3. C – Day: stakeholders to attend sessions around teacher craft or knowledge of content
4. In some sessions, teachers will turnkey material they received at professional development

sessions outside of the school.

iii. Collaborative Teacher Teams meet weekly to look at student work and make instructional decisions based on data

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

i. Professional Development Team (Principal, UFT Chapter Leader, Classroom Teachers, Cluster Teachers, Paraprofessionals, Members of the Teacher Leadership Project, Instructional Coaches).

ii. Teacher Teams, Classroom Teachers, Paraprofessionals, Instructional Coaches, Cluster Teachers, Mandated Providers, Literacy Consultant, Network 606 professional development

iii. The prep schedule allows opportunities for all teacher teams to meet collaboratively with each other, literacy consultant, administration and instructional coaches.

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

i. Monthly Professional Development Team meetings analyzing and interpreting reflection sheets/commitment to action forms, observation data and professional development calendar.

ii. Teacher teams will complete data dialogue and SNAP protocol logs; professional development facilitators/presenters will summarize feedback sheets and provide support in areas identified; and supervisors will monitor implementation of new learning during informal observations and identify supports,

iii. Written weekly check-ins with teacher teams, informal and formal discussions centered around professional learning, agendas, and sign in sheets

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

i. Professional Development Team initially formed in June 2014 and adjusted in December 2014

ii. All staff members will attend professional development every Monday from September –

June and Collaborations with Network on an ongoing basis, beginning September 2014

iii. Weekly Teacher team meetings beginning September 2014 and continuing throughout the year

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

i. Professional Development Team meets on a monthly basis (before or after school).

Resources from the UFT Teacher Center and the Teacher Leadership Project are shared with the team to determine best alignments for implementation during professional

development sessions.

- ii. Professional Development Calendar is provided to all staff members. Menu of options is distributed to the staff for registration prior to the start of any PD series in order to plan effectively, ongoing Marvelous Monday professional development time is scheduled according to the new UFT Contract.
- iii. Collaborative team meeting time is programmed into the weekly prep schedule of teachers to accommodate grade level and content area meetings, Program changes allow for teachers to attend professional development, as needed.

Strategies to Increase Parental Involvement

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

NA

Budget and Resource Alignment

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

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

na

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, there will be a 1% increase in the number of students at or above grade level and a reduction of level 1s by 15% as measured by the 2014-2015 New York State English Language Arts Exam

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- 2013-2014 NYS ELA Assessment Data
- 2013 – 2014 End of the Year Literacy Data (F & P and Reading Street Assessment)
- 2014 NYS ELA item analysis data

This goal was created due to not attaining our goal to increase level 3's and 4's by 5% in ELA.

The data shows that 64% of the current 4th graders scored a level 1 on the NYS ELA assessment and less than 1% are at or above grade level.

The data shows that 51% of the current 5th graders scored a level 1 on the NYS ELA assessment and 1% are at or above grade level.

Although we made some gains (2012 – 2013) 8.6% scoring a level 3 or 4 and (2013-2014) 9.0% scoring a level 3 or 4.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- Increase ELA content professional development by examining the CCLS, especially in the area of academic vocabulary (our instructional focus)
- Analyze and interpret item analysis from the 2013-2014 NYS ELA assessment to determine student literacy needs as well as teacher content needs.
- ELA Content Coaching by Literacy Coach and Literacy Consultant in the areas of guided reading, close reads, academic vocabulary and learning from running records.
- Review and revise the ReadyGen curriculum to ensure alignment to the CCLS and bridge gaps in areas most in need of supplemental instruction.
- Development of Professional Learning Teams using the structure Lesson Study
- Small group tutoring by City Year AmeriCorps Members
- Learning Walk opportunities

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

- Literacy Coach, Literacy Consultant, classroom teachers, paraprofessionals, clusters, service providers, administration
- Literacy Coach, Literacy consultant, classroom teachers, administration, 2013-2014 NYS ELA item analysis
- Literacy Coach, Literacy consultant, classroom teacher
- Literacy Coach, Literacy consultant, teacher teams, ReadyGen grade level materials (including scope and sequence and Literacy Curriculum Map), materials from Reading A-Z
- Literacy Coach, teacher teams, ReadyGen materials, Literacy Curriculum Map, *Lesson Study Step by Step: How Teacher Learning Communities Improve Instruction* and *Leading Lesson Study: A Practical Guide for Teachers and Facilitators*

- City Year AmeriCorps members
- Instructional Coaches, Teachers, Administrators

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

- 1) Increase use of academic vocabulary as evidenced by the increase in the number of points students attain on the February MOSL writing prompt and in student writing and oral language, improved reading comprehension (F&P comprehension and increase of level 3 and 4's on Performance Based Assessments), evidence of vocabulary instruction in lesson planning and during informal and formal observations, professional development attendance sheets and reflections, teacher feedback.
- 2) Revised Literacy Curriculum Map that reflects the data and student needs,
- 3) Teachers will have a deeper understanding of the ELA CCLS and curriculum.
- 4) Revised Literacy Curriculum Map and pacing calander to fully align instruction with CCLS.
- 5) Teachers will collaboratively plan a lesson that will be implemented and refined using the lesson study structure.(Foster a commitment to continuous improvement on instruction, student learning, and schooling and resond to the needs of the students in a more directed individualized way; build a capacity to implement strategies and practices that result in students achieving at a higher level. Teachers work in teams to study instructional materials and a develop research lesson that are implemented in actual classrooms).
- 6) City Year AmeriCorps members use their focus list (Students who scored a level 2 on the 2013-2014 ELA assessment and have an 89% attendance rate.
- 7) Ongoing Learning Walks will take place with a content specific focus using the Charlotte Danielson and Marzano Frameworks and Achieve the Core

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

- Content Literacy Professional Development will be ongoing from September 2014 – June 2015.
- Analyze data from 2013-2014 ELA item analysis will be ongoing from October 2014-April 2015.
- 6 week cycles of literacy content coaching for 4-6 teachers
- Reviewing and revising ReadyGen curriculum will be ongoing from August 2014-June 2015 with interim check points throughout the school year.
- January 2015-June 2015 lesson study cycles
- City Year AmeriCorps members work with us from September 2014-June 2015
- November 2014-June 2015

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

- Marvelous Monday professional development series in Academic Vocabulary and guided reading, teacher team meetings during common preps, NYS ELA 2013-2014 item analysis, ELA CCLS, and ReadyGen
- content coaching during the instructional day at least 3 periods per week
- Literacy and math Coach attended Lucy West Content coaching professional development
- Literacy Coach and teacher teams collaborate during common planning times to review and modify materials used in the ReadyGen program.
- Teacher teams will use multiple resources to learn the lesson study protocol. They will collaboratively meet during professional development periods to create, implement, observe, and reflect on a research lesson. Sustitute teachers will cover classes in order for teacher teams to experience the full lesson study structure.
- All grade 3-5 classrooms have a City Year volunteer to assist the teacher and the students
- Teacher teams will participate in several focused Learning Walks. Teachers will be covered by substitute teachers in order to visit

classrooms and participate in the debrief and reflections.

Strategies to Increase Parental Involvement

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

- School Staff will conduct information sessions explaining the CCLS in literacy.
- Classroom teachers will hold ongoing literacy sessions to explain literacy content as it relates to the CCLS and ReadyGen program during our Tuesday Parent outreach time
- On Tuesdays during the parent outreach time the Library Teacher invites parents to come with their child to take out books from the library.
- Family Literacy Night

Budget and Resource Alignment

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

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

na

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015 there will be a 5% increase in the number of students at or above grade level as measured by the 2014-2015 t NY State Math Assessment .

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

-
- NYS Math Assessment Data
- NYS Math item skills analysis
- 2013-2014 End of the Year Math Data (Go math)

The identified need that generated this goal stems from the recent data which states that we did meet our 5% increase (5.3%). However, we are still at 16.6% at or above grade level.

The math data indicates the following: (2012 – 2013) 11.3% scoring a level 3 or 4 and (2013-2014) 16.6% scoring a level 3 or 4.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Increase Math content professional development by examining the CCLS Mathematical Progressions and Common Core Learning Standards
2. Analyze and Interpret item analysis from 2013- 2014 NYS Math Assessment to determine student math needs as well as teacher content needs
3. Content Coaching by the math coach in the areas of data analysis, math discourse, using math models and use of domain specific vocabulary (academic vocabulary)
4. Review and revise the GoMath curriculum to ensure alignment and bridge gaps in areas that are either absent in the curriculum or in need of supplemental instruction
5. Development of Professional Learning Teams using the Lesson Study structure
6. Small Group Tutoring and Instructional support by City Year AmeriCorps Members
7. Learning Walk Opportunities

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

1. Math Coach, Classroom teachers, Cluster teachers, paraprofessionals, administration, service providers
2. Math Coach, Classroom teachers, administration, item analysis
3. Math Coach, Classroom teachers

4. Math Coach, Classroom teachers, administration, GoMath Program, Go Math Curriculum map and pacing calendar, Common Core Learning Standards, Common Core Math Progressions, PARCC Assessment resources,
5. Math Coach, Teacher Teams, Go Math materials, Go Math Curriculum map, administration, Lesson Study Step by Step: How Teacher Learning Communities Improve Instruction, Leading Lesson Study: A Practical Guide for Teachers and Facilitators
6. City Year AmeriCorps Members
7. Instructional Coaches, Teachers, Administrators

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

1. Increase use of multiple math strategies by teachers and students, teachers provide multiple, clear explanations of math content, evidence of multiple strategies in lesson planning, professional development attendance sheets and reflections, teacher feedback.
2. Revised curriculum map and pacing calendar that reflects the data and student needs.
3. Teachers have a deeper understanding of the Math CCLS and curriculum
4. Revised math curriculum map and pacing calendar with identified gaps and resources necessary to fully align instruction with CCLS.
5. Teachers will collaboratively plan a lesson that will be implemented and refined using the lesson study structure (foster a commitment to continuous improvement on instruction, student learning, and schooling and respond to the needs of the students in a more directed individualized way; build a capacity to implement strategies and practices that result in students achieving at a higher level. Teachers work in teams to study instructional materials and develop a research lesson that are implemented in actual classrooms).
6. City Year Americorps members use their Focus List (students who scored a level 2 on the 2013-2014 NYS Math Assessment and had at least 89% Attendance Rate)
7. Ongoing Learning Walks will take place with a content specific focus using the Charlotte Danielson and Marzano Frameworks, and Achieve the Core.

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

1. Content Math Professional Development place from September 2013 –June 2015
2. Math 2013-2014 Item analysis will be ongoing from October 2014 – April 2015
3. Reviewing and revising Go Math Curriculum will be ongoing from September 2014 – June 2015
4. December 2014- June 2014 with interim check points through out the school year
5. January 2015 – June 2015 lesson study cycles
6. September 2014 – June 2015
7. November 2014 – June 2015

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

1. Marvelous Monday professional development series in Math content, teacher team meetings during common preps and Go Math Program, CCLS math progressions, CCLS Math Standards, data
2. Teacher Team meetings with the content coach during collaborative meeting times
3. Teachers meet with Content Coach to determine professional goals that will have an impact on instructional practice and student achievement. Lesson planning during the teachers preparation period or before/afterschool, implementation of the lessons using the

co-teaching model and reflection to determine the lesson's impact will be ongoing during the 6 week cycle.

4. Math coach and teacher teams collaborate during common planning time to review and revise curriculum and pacing. They identify resources that are needed to fill in gaps to the GoMath program and student needs.
5. Teacher Teams will use multiple resources to learn the lesson study protocol. They will collaboratively meet during professional development periods to create, implement, observe, and reflect on a research lesson. Substitute Teachers will cover classes in order for teacher teams to experience the full lesson study structure.
6. All 3rd – 5th grade classrooms have a City Year Volunteer in his/her class to assist the teacher and the students.
7. Teacher Teams will participate in several focused learning walks. Teachers will be covered by substitute teachers in order to visit classrooms and participate in the debrief and reflections.

Strategies to Increase Parental Involvement

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

- School staff will conduct information sessions explaining the Common Core Learning Standards in Mathematics
- Classroom teachers will hold ongoing math sessions to explain math content as it relates to the CCLS and GoMath program during the Tuesday Parent Outreach time
- Family Math Night

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
none

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
NA

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<ul style="list-style-type: none">• Strategies/activities that encompass the needs of identified subgroups
1. NA
<ul style="list-style-type: none">• Key personnel and other resources used to implement each strategy/activity
1. NA
<ul style="list-style-type: none">• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
6. NA
<ul style="list-style-type: none">• Timeline for implementation and completion including start and end dates
8. NA
<ul style="list-style-type: none">• Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. NA

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
NA											

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
NA

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
NA

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

2) Strategies/activities that encompass the needs of identified subgroups

1. NA

3) Key personnel and other resources used to implement each strategy/activity

1. NA

4) Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. NA

5) Timeline for implementation and completion including start and end dates

6. NA

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

1. NA

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

NA

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. 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.)
ELA	Tiered Interventions/Guided reading	Small group tutoring	Before School and After-school
Mathematics	Tiered Interventions/Guided reading	Small group tutoring	Before School and After-school
Science	Guided reading	Small group tutoring	During School day
Social Studies	Guided reading	Small group tutoring	During School day
<i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	<ul style="list-style-type: none"> • Conflict and Communications Program • SEL games, activities, strategies, writing, readings, etc. • Conflict Resolution & Mediation • Temper Tamers 	<ul style="list-style-type: none"> • 3rd, 4th, and 5th grade whole class • 2-3 student groups or one-to-one • Small group • Group of 8-10 students 	<ul style="list-style-type: none"> • 1 time per week for 45 minutes during school • 1 time per week for 30 minutes during school • as needed • 1 time per week for 25 minutes during school

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Our strategies for recruitment include, but are not limited to, promoting our school as one that provides our children with a challenging and nurturing environment. We will use the New Teacher Finder, Hiring and Recruitment Fairs, and the Open Market Transfer System. We will interview candidates for every position and will have the candidates perform a demonstration lesson. In addition, the candidates will be exposed to our standards of professionalism and be given the opportunity to participate in a learning community that provides an opportunity to grow professionally</p> <p>Our strategies for retention will include Teacher Team Meetings, common prep planning time, collaborative planning sessions and professional development sessions. Teachers will look at and discuss student work, CCLS, develop units of study, collaborative lesson plans, as well as develop social/emotional student support.</p> <p>Teachers will be assigned to programs that align to their certification and expertise, they will also be given the opportunity to define their role in the learning community through this shared ownership.</p> <p>Teachers will receive mentoring from experienced teachers and participate in a new teacher cohort to become oriented with the school's culture and expectations.. Teachers will receive targeted professional development opportunities from coaches, administrators, mentors and professional development teams</p>

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).
Teachers and Paraprofessionals are supported through professional development that ensure that all students meet CCSS by the following: Children's First Network PD; Consultant Support on CCSS (Creative Solutions); PD provided by collaborative study and reflection.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
NA

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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.

NA

TA Schools Only

Use of Program Resources

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

NA

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).

NA

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP)

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through

school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, PS 130, in compliance with the Section 1118 of Title I, 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

Support home-school relationships and improve communication by:

- conducting 4 parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- Weekly Parent Outreach where teachers and teacher teams meet with parents to discuss student progress, as well as a variety of methods to help their children
- 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;

- providing opportunities for meeting times every Tuesday afternoon
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

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 promptly 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;
- 8. always try my best to learn.

DBN: 08X130

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 (SCEP) 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	\$429,489.72	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$160,925.00	X	See action plan
Title III, Part A	Federal	\$15,144.00	X	See action plan
Title III, Immigrant	Federal	\$6,407.00	X	See action plan
Tax Levy (FSF)	Local	\$2,601,493.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
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 Phone: 212-374-6072

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS 130</u>	DBN: <u>08X130</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>40</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

Rationale: After analyzing our NYSESLAT data we also noticed that 15% of our students in grades 2 through 5 ELLs placed at the beginning level and 35% placed at the Intermediate level. Based on this data, we have decided to invite our beginner and intermediate level students to the after school program for targeted small group instruction.

Student Population: The program will be comprised of approximately 40 students. There will be 1 group of 12 students at the beginning language acquisition level and two classes comprised of intermediate students. The two classes will have 14 students. Those who have scored higher on the various modalities of the NYSESLAT will be placed in the higher intermediate group. Those who scored lower on the various modalities of the NYSESLAT will be placed in the lower intermediate group. With respect to language, the students will be approximately 95% Spanish speaking.

Program Scheduling: The Academy will begin on Wednesday, January 21, 2015 and end on Thursday, May 14, 2015. Each session will be from 2:30 pm. - 4:30 pm.

Description of the Program

Language Now

Language Power empowers English

Day 1 Wednesday (Building Language Proficiency)

Day 2 Thursday(Enrichment)

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

Staff: There will be will be three teachers. One teacher with a common branch certificate and a bilingual extension and two ESL teacher with a common branch certificate and an ESL extension working the

Part B: Direct Instruction Supplemental Program Information

Academy. Instruction is differentiated by grade and area of need according to NYSESLAT data.

Materials: The materials that will be used for our Academy will be "Language Power" by Teacher Created Materials and units of study for Project Based Learning. Our English Language Learners need to build English-language proficiency with with with highly differentiated and rich instruction. With 0"Language Power" each kit provides rigorous instruction in the four language domains. There are 30-piece themed text set with a range of reading levels and a variety of high-interest topics to engage students. "Language Power" has a range of text types and genres that helps lead to a natural progression in language and learning opportunities. Assessments are administered before and after instruction to drive instruction. These materials are designed to be used for a short term intervention program. The materials will help students improve their vocabulary and and grammar. On Wednesdays, students will be engaged in enrichment activities. We will use the Project Base Model. Using current integrated units of study (content driven) we will create themed based units to help enrich students four modalities. Students will be writing in a journals, learning and applying Tier 2 and Tier 3 words. Technology will be a source of comprehensible input and provide a source of sound, pictures, video, animation, and multimedia that can help situate learning with a meaning context. The students will learn how to speak in complete and elaborate sentences, and write coherent sentences, and paragraphs. Students will also learn to read with fluency and comprehension. In addition. we will purchase NYSESLAT Coach practice books to provide students with activities and strategies that support English language proficiency.

Part C: Professional Development

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

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

Begin description here:

Topic 1: Exploring Academic Language and Literacy Development: Connection to the Common Core

Rationale: Understanding the critical role language plays in social and academic success for all students.

Teachers will share multiple ways to promote and support social and academic language growth in today's diverse educational settings that may include multilingual learners as well as students who have difficulties acquiring or developing language.

Date: November 8, 2014

Time: 8:00 am - 4:00

Audience: Connie Lobdell (Fourth Grade Bilingual Teacher) and Angela Talvarez (ESL Teacher)

Name of the Provider: Bank Street College Graduate School of Education

Topic 2: Integrating/Expanding Language: Young Children Wonder, Learn, and Talk About Their World

Rationale: Using Content to promote academic language

Audience: All Staff

Name of the Providers: Ms. Connie Lobdell and Ms. Angela Tavarez

Topic 3: Bilingual Development or Learning Disability?

Part C: Professional Development

Participants will explore this issue and learn some important questions to keep in mind. Informal assessments will be analyzed and used as tools that can guide teachers in a better understanding of the processes that are taking place and help them differentiate between them.

Topic 1:

Rationale: Research indicates that student to student discourse play a critical role in promoting language development and increases comprehensible input. Eventually it leads to increased levels of engagement and achievement.

Two ESL teachers will be attending a professional learning series titled "Constructing Deep Understandings with ELLs through Collaborative Academic Conversations". The series consists of three half day sessions 8:00 am - 1:00 pm Friday, November 21, Friday, December 19th, and Friday January 23rd. The topics that will be covered are reflection on their own practice, refining curriculum and lesson plans as framed by the Citywide Instructional Expectations. The ESL teachers will turn key to the rest of the staff.

The workshop will be facilitated by our school network's ELL Achievement Coach and Laura Cavigliano, Special Education Achievement Coach.

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:

Topic 1: Introduction to Title III Afterschool Program

Rationale: This session will outline the program and how we intend to help students further acquire the English language.

Date: Thursday, January 15, 2015

Time: 2:30-4:00

Name of Provider: Ms. Connie Lobdell, Ms. Angela Tavarez, Dr. Carlo Sforza

Audience: Parents of students invited to the program. Parents will be notified by a flier sent home written in English and Spanish. We will also invite the parents on School Messenger that will send a phone call home in the language the parent requested on the Home Language Survey.

Topic 2: Mid Program Share Fair

Rationale: In this session students will share activities/projects they have been working on with their parents.

Date: Thursday, March 12, 2015

Time: 2:30-4:30

Name of Provider: Ms. Connie Lobdell, Ms. Angela Tavarez, Dr. Carlo Sforza, and the students in their classes

Audience: Parents of students attending program. Parents will be notified by a flier sent home written in English and Spanish. We will also invite the parents on School Messenger that will send a phone call home in the language the parent requested on the Home Language Survey.

Part D: Parental Engagement Activities

Topic 3: Culminating Student Celebration

Rationale: This session will be a celebration in which the students present their research-based projects that they have been working on.

Date: Thursday, May 14, 2015

Time: 2:30-4:30

Name of Provider: Ms. Connie Lobdell, Ms. Angela Tavarez, Dr. Carlo Sforza and the students in their classes.

Audience: Parents of students attending program. Parents will be notified by a flier sent home written in English and Spanish. We will also invited the parents on School Messenger that will send a phone call home in the language the parent requested on the Home Language Survey.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	_____	_____

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 8	Borough Bronx	School Number 130
School Name Abram Stevens Hewitt		

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	497	Total number of ELLs	113	ELLs as share of total student population (%)	22.74%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	0	0	0	0	0	0	0	0	0
Dual Language	28	0	2	9	0	2	0	0		37
ESL	64	1	17	12	0	5	0	0	0	76

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	92	1	19	21	0	7	0	0	0	113
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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													

*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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	0	0	0	0	0	0	18	5	8	10	11	6	0	0	0	0	0	0	37	21
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	18	5	8	10	11	6	0	0	0	0	0	0	37	21

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	12	13	19	6	10	6								66
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic				2										2
Haitian														0
French		1			2									3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1		2	1								4
TOTAL	13	14	20	8	14	7	0	76						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	13	2	6	7	7	5								40
Intermediate(I)	0	8	10	5	6	8								37
Advanced (A)	0	4	4	14	9	5								36
Total	13	14	20	26	22	18	0	113						

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	1	3	3	7	1	0	0	17
8	0	0	0	0	0	0	0	0	0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	8	8	8	6	2	6	11	4
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Presently we use the Fountas and Pinnell Benchmark System in both English and Spanish to assess our ELLs. These benchmarks are administered, collected and reviewed in October, January and May of the school year. Data reveals that approximately 8.6% of ELLs (roughly 13 out of 113) are reading on grade level. The majority are reading at a Level 1. Instructional decisions are made based

upon the students' reading levels and determine what texts students can navigate, and what skills and strategies should be taught or re-taught.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data reveals that writing continues to be largest struggle for our ELL students. They typically struggle in attaining proficiency in reading and writing. Fortunately, many of our ELLs achieve proficiency in the listening and speaking component; however, many of our students plateau in the intermediate level and struggle to move from this level to the advance level. The RNMR modality analysis report is not available for the Spring 2013 NYSESLAT exam.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The RNMR modality analysis report is not available for the Spring 2013 NYSESLAT exam; however, as a part of the ReadyGen program, teachers are explicitly instructing students in writing skills, including grammar and conventions. This explicit instruction in language will help ELLs in their writing skills. The complex texts of the ReadyGen program help ensure that our students reading capabilities and vocabulary tremendously improve. We have also adopted a school-wide focus on vocabulary, which includes a word of the week and tiered vocabulary word vaults in every classroom.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. The patterns across proficiencies and grades show that there is little difference between the ELLs who took tests in English as compared to the ELLs who took the tests in their native language.
 - b. Our school does not administer the ELL Periodic Assessments.
 - c. Our school does not administer the ELL Periodic Assessments.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Our core curriculum programs contain components for Tier II and Tier III to identify students who need additional interventions. The programs also contain enrichment activities for those on the cusp of Tier II. The programs have built in strategies/considerations for ELLs, including cognates for teachers to use in their classroom. Furthermore, as part of our RTI team, we identify students who need more intensive support outside of the classroom.
6. How do you make sure that a child's second language development is considered in instructional decisions?
To assure a child's second language development is considered in instructional decisions, teachers use a series of strategies. Teachers include language objectives in their lessons to promote second language acquisition. Teachers prompt students to recognize cognates and make connections between their first and second language. ELLs in the dual language classes are provided with books in Spanish and English for math, social studies and science to facilitate learning and comprehension of the content. They also receive content instruction in their first and second language. Teachers of ELLs in general education classes and special education classes collaborate with the ESL teachers to ensure language support.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
 - a. The Spanish ELE and Fountas and Pinnell Spanish Benchmark System assess the English-proficient students in their second (target) language.
 - b. According to the Spanish ELE data, 65% of our English-proficient students score in the 3rd and 4th quartile on the exam.
 - c. Although our English Proficient students were able to achieve proficiency on the NYSESLAT, they fail to achieve grade level performance on City and State Assessments.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
According to our 2012-2013 Progress Report, our ELLs are showing growth, but are not achieving grade level performance. Specifically, 43.2% of our ELLs are at the 75th Growth Percentile or Higher in ELA and 54.5% of our ELLs are at the 75th Growth Percentile of Higher in Math.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a new student arrives at P.S. 130, the parents fill out a registration form which includes the Home Language Identification Survey which must be administered with the assistance of a pedagogue within 10 school days. The ELL Coordinator or a bilingual/ESL teacher reviews the Home Language Survey (HLIS) for testing eligibility. If a preliminary decision to test is reached, the ESL teacher informally interviews the child and the parent in English and his/her native language, and may, as necessity dictates, review pertinent information on the registration form with the parent. This informal interview process helps to determine if the information on the HLIS is correct. If a pedagogue is not available to interview in the child's or parent's native language, the Translation/Interpretation Unit is contacted for assistance. If it is determined that the child is not proficient in English and their native language is Spanish then they are administered the Spanish LAB. The names of the pedagogues are: Dr. Carolos Sforza, ESL, Mindy Cecchetelli, Literacy Coach and ESL teacher Amy Mascunana.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
If the HLIS identifies the child as eligible for testing, as determined by a pedagogue, the LAB-R is always administered within 10 days of the child's enrollment in the school. If it is determined that the student requires services as per the LAB-R/Spanish LAB results, the parent or guardian is invited to attend an Orientation for Parents of English Language Learners through an entitlement and invitation letter. When possible, the invitations are made available in the parent's native language and sent home with students to ensure they understand the correspondence and the importance of the meeting. Additionally, parents are called by the Parent Coordinator, ESL Teacher, and/or Dual Language Teachers, about the Parent Orientation Meeting. The Parent Orientation Meeting is designed to inform the parents or guardians of the various ELL programs available to his/her child, as well as State Standards and Assessments, school expectations, and general program requirements. If the parent selects a program that is currently unavailable in the school due to limited requests, other options are discussed with the parent/guardian. Additionally, parents view the video, The Parent Connection - An Orientation for Parents Newly English Language Learners, in their language of choice. After the video is viewed, a question/answer session is provided for the parents. Bilingual staff members are available to address questions/concerns. Parents and/or guardians are also provided with the Guide for Parents of English Language Learners, an informative packet which details pertinent information regarding ELLs.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
After a student has been identified as an ELL (based on the information provided on the Home Language Identification Survey and LAB-R/Spanish LAB results), an entitlement letter and an invitation to the Parent Orientation Meeting is sent home in the parent or guardian's preferred language (when available), within 10 school days of child's enrollment. The ELL Coordinator hands the letters to the classroom teacher, who is then responsible for ensuring the parents receive the letter. Additionally, the ELL Coordinator and ESL teacher meet parents at the end of the day to remind them about the Parent Orientation Meeting. At the end of the Parent Orientation Meeting, parents and/or guardians are encouraged to complete and return the Parent Survey and Program Selection Form on site, selecting the program of preference for their child. These surveys are collected and filed away in a compliance binder that is kept by the ELL Coordinator. Parents who do not attend the initial Parent Orientation meeting are sent an invitation to attend a second meeting, again via the classroom teacher. Parents may also be called by the classroom teacher, ELL Coordinator, ESL teacher, Parent Coordinator or Family Assistant. If a Program Selection form is not returned, outreach is made by the classroom teacher, ESL teacher, Parent Coordinator and/or School Family Assistant.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
After we receive a completed Program Selection form from the parent, we review it with the parent. If the parent selects Freestanding ESL, the student is placed in a monolingual class with pull-out/push-in ESL services (with the mandated hours provided). If the parent of a student in grades 3-5 selects a Dual Language Program then he/she is placed in a Dual Language class. If the parent selects a program that is currently unavailable in the school, such as Transitional Bilingual Education, due to limited requests, other options are discussed with the parent/guardian. The ELL Coordinator inputs the appropriate information the

ELPC screen in ATS within 20 days, or upon receiving the Parent Survey, whichever date happens first.

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

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

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

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

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

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

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

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

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- a. We currently utilize three organizational models to meet the needs of our English Language Learners. The majority of our ELLs are currently serviced using a push-in ESL model, in which the ESL teacher pushes in to work with small groups. The ESL teacher works collaboratively with classroom teachers to focus on the curriculum, content and skills students need. We also have three dual language classrooms. These classes as a whole are heterogeneous, but within each class teachers have homogeneous groups that they work with. Teachers rotate and adjust these groups accordingly during the various subjects. Additionally, we have an ESL teacher pushing into each dual language class for two periods a week, working with teachers collaboratively with their lowest proficiency groups, including new arrivals to the country. This ensures that the neediest students are receiving the instruction they desperately need. The third organizational model is a self-contained ESL ICT fifth grade class.
- b. The program model used is heterogenous.

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

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

The organization of our staff ensures that the mandated number of instructional minutes is provided because each Dual Language class has a bilingual teacher, providing NLA instruction everyday within the content areas of math and science.

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

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

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

The ESL teachers, in collaboration with the classroom teachers, utilize a variety of instructional strategies that include cooperative learning groups and cross curricular activities to support content learning.

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

Throughout the year our native spanish speaking ELLs are evaluated by the Fountas and Pinnell Spanish Benchmark System and in the content areas of math and science. Our Dual Language classes grades 3-5 also take the Spanish ELE every year.

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

ELLs are evaluated in the reading and writing modalities continuously throughout the year using the ReadyGen program and running records. ReadyGen allows for at least 1 read aloud a day (at times 2) during which students listen to a complex text being read out and then are given the opportunity to respond to the text orally.

6. How do you differentiate instruction for ELL subgroups?

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

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

b. ELLs who have been in US schools less than three years are given first priority in using Imagine Learning. These students are paired with an English dominant student to support them in their language acquisition. Additionally teachers use strategies such as: word associations, wordsplash relationships, KWL charts, and anticipation guides. Students are provided with the opportunity for hands-on

learning. Sentence length is kept as short as possible as to not confuse ELLs and teachers, keeping in mind cultural differences, are mindful of their intonation and volume when speaking to students.

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

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

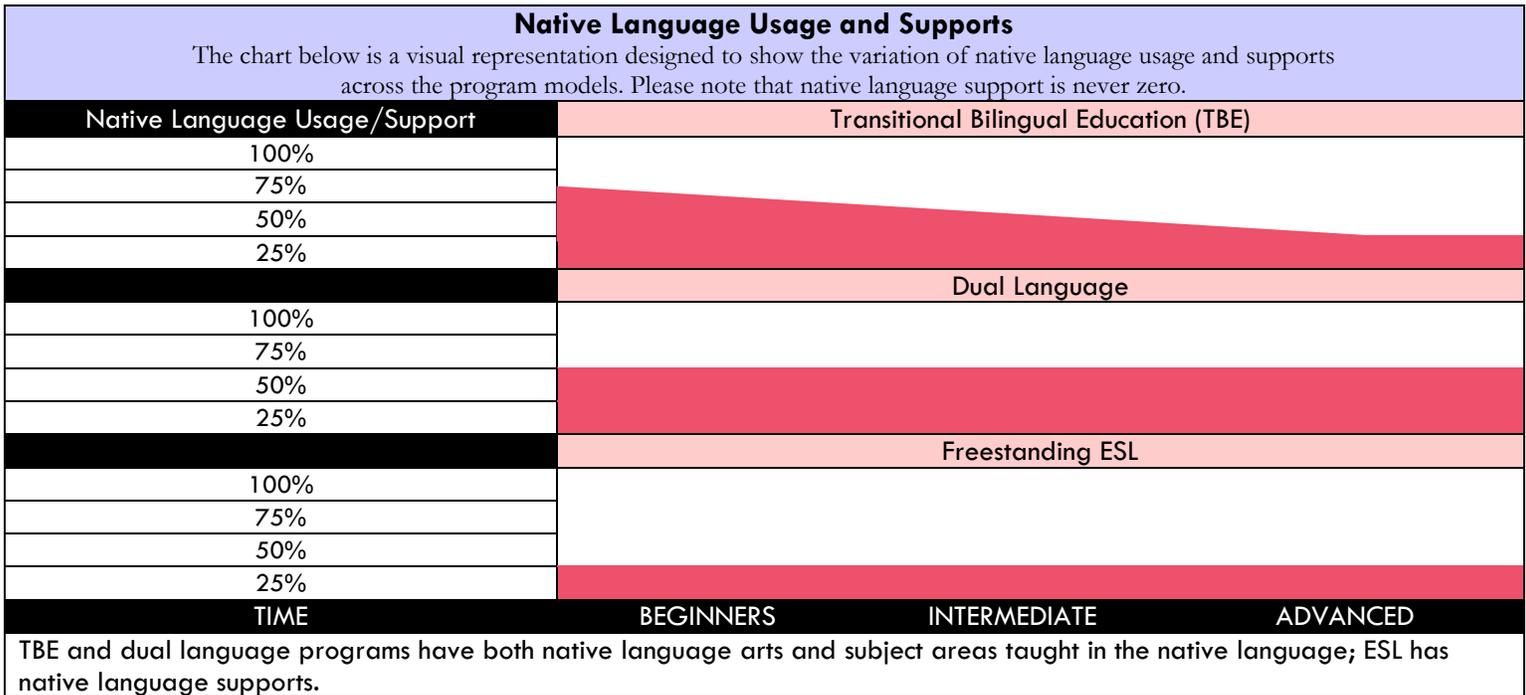
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

ELLs whose first language is Spanish are provided with content area materials in their first language (Math, Social Studies, and Science). Content lessons are infused with both content and literacy based skills. Skill specific center activities, including listening centers, are created to assist in the development of literacy, numeracy, oral language, listening and writing skills.

Based on the 5 Levels of Language Progressions (Entering, Emerging, Transitioning, Expanding and Commanding), our students in the Entering and or Emerging progression have extra support in the way of a push in model by an ESL certified instructor. We use Imagine Learning, a language and literacy software program that accelerates English learning. Focused on oral language, academic vocabulary, instruction in the five essential components of reading, and strategic first-language support. The core programs used by the school, ReadyGEN and Go Math, also include targeted intervention books which can be used to teach and re-teach specific skills students have missed on assessments. These intervention books are used at the discretion of the classroom teacher on what he or she feels best meets the needs of the ELL child and according to the data ongoing assessments given, both formal and informal.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

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

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

We are no longer using a pull-out ESL model because it does not lend itself to cohesive, collaborative instruction between the classroom teacher and the ESL teacher. The ESL teachers now push in during content instruction to support the students' learning.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs will be invited to the Title III after school programs. Data is used to find the appropriate program to support their level of language progression and address each subgroup. For extracurricular programs, such as choir or studio art, no child is excluded based on his or her language or disability. Students are invited to join or audition based on number of criteria, including attendance, work ethic, grade level performance, potential benefits from the program, etc.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

In addition to our core curriculum programs, which both include ELL specific strategies, we use On Our Way to English in our ESL program and Imagine Learning within all classrooms.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Within the Dual Language program, native language support is delivered in each content area. Content subjects are taught in Spanish with English support. Math and science materials are available in Spanish. In ELA, cognates are used whenever possible. Within the ESL program, both teachers are fluent in Spanish so they utilize the language whenever necessary for clarification and translation purposes as needed.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All materials used are aligned to the Common Core Learning Standards and are on grade level.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

We offer no language electives in our school.

19. For schools with dual language programs:

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

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

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

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

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

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

C. Professional Development and Support for School Staff

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

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

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

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

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

D. Parental Involvement

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Abram Stevens Hewit

School DBN: 08X130

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 08X130 School Name: Abram Stevens Hewitt

Cluster: 6 Network: 6

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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