

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**15K131**

**School Name:**

**P.S. 131 BROOKLYN**

**Principal:**

**RUTH QUILES**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS 131 School Number (DBN): 15K131  
Grades Served: Pre-K – 5  
School Address: 4305 Fort Hamilton Parkway  
Phone Number: (718) 431-1960 Fax: (718) 431-1970  
School Contact Person: Ruth N. Quiles Email Address: rquiles2@schools.nyc.gov  
Principal: Ruth N. Quiles  
UFT Chapter Leader: Nancy Vido  
Parents' Association President: Sarah Mohammed  
SLT Chairperson: Violet Windbisch  
Title I Parent Representative (or Parent Advisory Council Chairperson): Jana Schultz  
Student Representative(s): n/a

**District Information**

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

**Borough Field Support Center (BFSC)**

BFSC: North Director: Bernadette Fitzgerald  
Director's Office Address: 131 Livingston Street Brooklyn NY 11201  
Director's Email Address: BFitzge2@schools.nyc.gov

Phone Number: (718) 935-3954 Fax: \_\_\_\_\_

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

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ruth N. Quiles	*Principal or Designee	
Alexis Dewald	*UFT Chapter Leader or Designee	
Sarah Mohammed	*PA/PTA President or Designated Co-President	
Flor Gonzalez	DC 37 Representative (staff), if applicable	
Jana Schultz	Title I Parent Representative (or Parent Advisory Council Chairperson)	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Elizabeth Acevedo	Teacher	
Violet Windbish	Teacher	
	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Maria Laver	Parent	
Sieczka Katarzyna	Parent	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

### PS 131 Mission Statement

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

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

PS 131 is a community school that serves 1150 students. We will have two full day pre k classes. This will be new to our community. Many more pre k programs have opened up across our city; three hundred and thirty six students applied for these thirty six seats. In Kindergarten we have 8 classes, 8 classes in grade 1, 7 classes in grade 2, 6 classes in grade 3, 6 classes in grade 4 and now 6 classes in grade 5. There are 2 ICT classes in grades k through 3 and one ICT in grades 4 through 5. We also currently have two self contained classes; in grades K and an upper grade 3, 4 and 5.

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

We have historically made progress with the lowest third in all subject areas. We are very proud of serving our students with special needs. This is our moral imperative. Our number of ELLs is continuously growing. This number has grown to 46%. When given time in our academic institution these students make significant progress. Lately, students are arriving later in the school year and in the upper grades. After a year and a day they are tested in ELA.

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

Our area of greatest growth was in mathematics. We went from 36% proficiency to 44.9% proficiency. The average proficiency in math was 2.734 and now is 2.87. We began a new math program from the state, Engage NY. This was a struggle for our teachers to learn but they did. This program makes students make their thinking and problem solving visible. This has also increased academic vocabulary and excited students about math.

This past year we have made the most progress and we are most proud of Collaborative Teachers. Teachers are learning from teachers. They have developed and delivered their own professional development. Inquiry teams, vertical and horizontal teams as well as study groups have emerged. They have totally taken over their own learning. The respect

and trust that they have for administration and each other is over whelming. Administrators are members of their learning teams as well. We provide the support to ensure that their learning is uninterrupted. Parent engagement opportunities enhanced the home school connection. Parents came to school and actually asked for workshops on upcoming work so that they would be prepared to assist their children at home.

Next year we will need to continue to work on rigorous instruction. We looked for ways and studied as a school ways to make our instruction better. Our curriculum is totally aligned to the Common Core standards but as educators many teachers support students so much that when asked to do things on their own it is a little challenging. This year we focused on ELLs and special need students. Students with Autism are included in our general education classes. The school will hire personnel that have special training in Autism.

## 15K131 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	1154	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		88.3%	% Attendance Rate	95.0%
% Free Lunch		71.8%	% Reduced Lunch	0.5%
% Limited English Proficient		44.9%	% Students with Disabilities	15.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.1%	% Black or African American	1.4%
% Hispanic or Latino		57.7%	% Asian or Native Hawaiian/Pacific Islander	32.4%
% White		8.1%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		15.17	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	5.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.5%	Average Teacher Absences (2013-14)	8.81
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		26.0%	Mathematics Performance at levels 3 & 4	44.9%
Science Performance at levels 3 & 4 (4th Grade)		80.6%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	YES
Students with Disabilities		N/A	Limited English Proficient	YES
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

### Part 1 – Needs Assessment

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

The curriculum that we use is continuously being adapted to meet the needs of our students. We use Teachers’ College units in reading and writing along with Foundations and Words their Way in word work. In mathematics we utilize the state curriculum of Engage NY along with Performance based assessments which include Exemplars. All of these curriculum are aligned to the CCSS. These particular curriculums were chosen based on the needs of students as demonstrated by data. The Reading and Writing project is focused on writing and when you look at ELA and NYSESLAT data you see that our lowest scores are in the writing components. Word work that is focused on language acquisition and vocabulary is needed to address the ELLs. Inquiry work on rigor and student engagement enhances the curriculum. On our latest Quality Review a focus area for PS 131 was rigor. One of our priorities based on inquiry work is on questioning and engagement. After observing students during independent work time we found that many students were not engaged the entire reading time. Our workshop model dedicates anywhere from twenty to twenty five minutes spent on independent work time. Having students spend this much time not fully engaged is distressing. We will focus on ensuring engagement. Collaborative teachers working together on rigor will increase student achievement. The Danielson Framework has clearly shown that as a school we need to work on questioning. A school wide study on questioning is underway.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To develop a rigorous instructional focus, with collaborating teachers, that will improve ELA average proficiency from 2.49 to 2.6 by May 2016.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Staff will come together and develop protocols and student checklists that will assist in determining student engagement in reading independently. Monday professional development sessions, common preparation periods and lab sites will be utilized.</p>	<p>Administrator, and teachers</p>	<p>September 2015-December 2015</p>	<p>Administrators, coaches and team facilitators</p>
<p>Utilize looking at student work protocols to assess meeting goals and to plan accordingly. Reading level profiles will be analyzed for progress three times a year.</p>	<p>Administrators and teachers</p>	<p>September 2015-June 2016</p>	<p>Administrators, coaches and team facilitators</p>
<p>Discuss, decide and implement strategies for students that will improve progress in literacy. Parents will be taught strategies to use at home during Tuesday parent contact time.</p>	<p>Teachers and families</p>	<p>September 2015-June 2016</p>	<p>Administrators, coaches and team facilitators</p>
<p>Conduct walk troughs with and without students present to provide feedback on classroom environment (for student independence) and for student engagement and questioning.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Administration, coaches and teachers.</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Scheduling for inter visitations and data systems will be necessary.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded	X	In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

January 2016 will be the midpoint. Benchmark assessments administered the second time and Fountas and Pinnell levels in January will inform us if we are on target for all students. The data from January will be compared to student results on these assessments from September.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

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

According to the data in Framework for Great Schools parents feel that their children are safe. Our numbers of suspensions is 0%. Our students are well behaved. We need to provide them with skills and opportunities to be leaders. Students need to develop leadership abilities that can be applied in all situations. Students can also be in charge of their learning. Opportunities where they help one another in their learning will provide for self-motivation which they can carry with them in anything they do.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To increase the number of students participating in leadership roles from 12 to 20 by June 2016.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Students will participate in creating campaigns and have other classmates vote for them to become class presidents. These class presidents will meet with administrators and bring the needs of the class to us.</p>	<p>Students</p>	<p>September 2015-June 2016</p>	<p>Assistant principal</p>

Students will participate in peer mediation. In order to become a mediator students have to apply and be interviewed by a committee. They will be trained in peer mediation and then mediate issues amongst students with direction. Families will be exposed to the peer mediation programs during Tuesday parent involvement activities.	Students and families	September 2015-June 2016	Assistant principal and guidance counselor
The child study team will meet to discuss any issues that students may have that impede their learning; attendance, learning concerns, behavior issues, etc... This team will then assign an overseer to the student who is to inform the team after an intervention has been applied.	Students	September 2015-June 2016	Team members.
In classrooms students will engage in partner work; partner reading, peer evaluations, grand conversations, etc... These activities provide for a safe environment in which students feel accepted by one another.	Students	September 2015-June 2016	Administration and classroom teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Time for training and time from student schedules. Classroom instruction to include these opportunities.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded	X	In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
January 2016 is the midpoint. The number of referrals and behavioral issues will inform us if we are on target. The January numbers will be compared to June 2015 numbers. Data will be available from SESSIS and OORS..
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

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

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

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of the teachers will have demonstrated implementation of best practices learned through collaborative professional development, as evidenced by an increase in effective and highly effective ratings for all teachers in Danielson components 3b and 3c.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Professional development committee will create the pd plan for the year in cycles. This professional development plan will be shared with the school leadership team who will share with families	Administrators, teachers and slt committee	September 2015-June 2016	Teachers, coaches and administrators.
Vertical teams will meet within a four week cycle. They will look at student work in literacy and identify the intensity as the work goes up through the grades.	Administrators and teachers	September 2015- June 2016	Administrators and team facilitators
Whole school book study on ELLs. They will look at research, articles and books to study ell development and scaffolding of lessons.	Administrators and teachers	September 2015-June 2016	Team facilitators and administrators
Horizontal teams will meet within a four week cycle. They will look at student work in literacy, develop plans and make curriculum decisions.	Administrators and teachers	September 2015-June 2016	Team facilitators and administrators

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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Scheduling of meetings to plan for the meetings, resource materials on ELLs and the Borough Field Office support on protocols for team meetings.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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January 2016 will be the midpoint and surveys will be conducted at the end of a cycle and discussed within the professional development committee for future planning.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### **Part 1 – Needs Assessment**

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

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

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To engage in professional development activities in Ela; 90% of our professional development activities, as evidenced by agendas and minutes, by June 2016.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Attend Teachers College workshops for Principal, administration and teachers both at the college and in school. Share all learning with appropriate staff.</p>	<p>Principal, administrators, coaches and teachers</p>	<p>August 2015- June 2016</p>	<p>Administrators and Literacy Coach</p>
<p>Attend Aussie and Exemplar workshops both in and outside the classroom. Share all learning with appropriate staff.</p>	<p>Principal, administrators, coaches and teachers</p>	<p>September 2015-June 2016</p>	<p>Administration and Math Coach</p>
<p>Continue to hold Rtl core team meetings and whole team meetings. Develop an infrastructure and plan for implementation. Share with entire staff. School leadership team will be exposed to plan in order to share with families</p>	<p>Principal, administrators, coaches, teachers and SLT committee</p>	<p>September 2015-June 2016</p>	<p>RTI team.</p>
<p>Study ELLs-development and scaffolding instruction.</p>	<p>Principal, administrators, coaches and teachers</p>	<p>September 2015-June 2016</p>	<p>Administrators and team facilitators.</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Funds for per diem and per session coverage. Schedule changes will be necessary depending on the activity. Monies for the programs and expertise.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded	X	In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The midpoint will be January 2016. Professional development chart will inform if we are meeting benchmark.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

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

In our school snapshot 97% of parents are satisfied with the education their children receive and 91% feel that we offer a variety of programs; even with this we do not have enough students making progress. Our Framework for Great Schools also indicate that parental involvement is not enough. We had a raw score of 27 which is just two points above being an area for growth. In order for our school to make progress we must enlist and embrace parental involvement. Parents must become informed about the CCSS and what benchmarks their children must achieve. Providing information, enlisting their assistance and providing materials will improve our 26% in Ela and our 45% in mathematics.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To communicate with families to ensure partnership on the school’s instructional priorities during Tuesday parental involvement, minimally six times , by June 2016; as measured by attendance report submitted by Parent Coordinator.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Progress reports will be provided in January that will indicate student progress in meeting CCSS.</p>	<p>All students</p>	<p>January 2016</p>	<p>Classroom teachers</p>
<p>Parent teacher conferences will be held four times this year. Three of these will be for individual progress conversations and the other one will be based on content and curriculum.</p>	<p>All students</p>	<p>September 2015, November 2015, March 2016 and May 2016</p>	<p>Classroom teachers</p>
<p>Parents of students who will take standardized exams will receive a workshop on the exams and receive materials to use with their children at home</p>	<p>All students</p>	<p>February and March 2016</p>	<p>Literacy coach, math coach and ESL teachers</p>
<p>Parents will be invited to Tuesday parent meetings where current curriculum will be presented along with at home activities. The parent coordinator will maintain logs of meetings and sign in sheets.</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>Classroom, cluster and coaches.</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>This will be done after school and on weekends. Will need personnel to direct parents to appropriate activities. Curriculum materials for parental use and per session monies will be necessary.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant	SIG/SIF		PTA Funded	X	In Kind			Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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Mid-point progress monitoring will be in January 2016. Parent survey will inform if we are meeting our benchmark.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students who are below TC benchmarks for reading throughout the school year.	Reading Recovery, Reading Rescue, Academic Intervention, close reading, etc	Small group and individual	During independent reading/writing time and after school.
<b>Mathematics</b>	Students who scored a level 1, 2 or any student not doing well on end of unit assessments which is a student who scores a 60 percent or lower.	Skills practice and reviews along with Exemplars	Small groups	During independent work time and after school program
<b>Science</b>	Students who score a level 1 and is having trouble with in class instruction	In class review	Small groups	During independent work time as well as some before school sessions.
<b>Social Studies</b>	Students who demonstrate difficulty on comprehending the big ideas in social studies	Inference work and projects	Small groups	During independent work time.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Students who are having any social emotional issues either in school or at home. Referrals to guidance.	Sessions with appropriate personnel	Small group or individual as warranted	During school and after school Be Cool program

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment-we reach out to NYU, LIU, St Joseph's and Columbia University for candidates. A team reviews the resources for interviewing. The team consists of the Principal, Assistant Principal and an ICT teacher; if a partner is being recruited. Interviews are held and viable candidates are asked to return and provide a demonstration lesson for the team. The team agrees through consensus who should be hired.</p> <p>Retention- All teachers are provided with a buddy teacher, a grade leader, a mentor and a staff developer (either literacy or math). Grade leaders support the organizational aspects of school life. Buddy teachers are a resource for anything a teacher may need to know, Mentors actually assist with planning and pedagogy. They observe the teacher and provide feedback. Coaches are cycled with teachers. Six weeks with the literacy coach and six weeks with the math coach. Coaches provide demonstration lessons and arrange visits to other classrooms.</p> <p>Assignment- All teachers are assigned within their license area.</p> <p>Support- Administration provides consistent support through written and verbal feedback both by the Principal and Assistant Principal. Follow up may be provided by other school personnel who may have a particular area of expertise. Professional development is ongoing throughout the school year.</p>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Staff development is provided by Teachers College, the BFSC, DOE and Aussie Staff Developer. All professional development activities are in line with our school goals and areas of need.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

**3b. TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

N/A

**Part 4: SWP Schools Only**

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

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	970,030.00	X	Section 5A (4b)Section 5B (4b)  Section 5C (4b)  Section 5D (4b)Section 5E (4b)
Title II, Part A	Federal	207,612.00	X	Section 5A (4b)  Section 5B (4b)  Section 5C (4b)  Section 5D (4b)  Section 5E (4b)
Title III, Part A	Federal	58,760.00	X	Section 5A (4b)  Section 5C (4b)  Section 5D (4b)Section 5E (4b)
Title III, Immigrant	Federal	0		Section 5A (4b)  Section 5E (4b)
Tax Levy (FSF)	Local	6,061,889.00	X	Section 5A (4b)  Section 5B (4b)Section 5C (4b)  Section 5D (4b)  Section 5E (4b)

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

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

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

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

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

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**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 131, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 131 will support parents and families of Title I students by:

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

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### **School-Parent Compact (SPC) Template**

PS 131, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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

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

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

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - 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 131</u>	DBN: <u>15k131</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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>65</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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
# of certified ESL/Bilingual teachers: <u>5</u>
# of content area teachers: <u>1</u>

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

### Part C: Professional Development

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

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

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

November -Identifying the levels and needs of students

December-Success for All and ELLs

January-Summer Success in Math and ELLs

February-Scaffolding for ELLs in Balanced Literacy

March-Math practices in CCSS

April-NYSESLAT-Reading and Writing

May-NYSEST-Listening and Speaking

**Part D: Parental Engagement Activities**

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

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

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

- December - Levels of English Language Acquisition
- January-The New York City Educational System and ELLs
- February-Preparing Your Child for the Math Exam
- March-Preparing Your Child for the ELA Exam
- April-Preparing Your Child for the NYSESLAT Exam

**Part E: Budget**

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

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

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

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

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>00</b>	Borough <b>Brooklyn</b>	School Number <b>131</b>
School Name <b>PS 131</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Ruth Quiles</b>	Assistant Principal <b>Tina Hatzimichalis</b>
Coach <b>Jennifer Potter</b>	Coach <b>Maria Caso</b>
ENL (English as a New Language)/Bilingual Teacher <b>Lilia Zelmanovitch</b>	School Counselor <b>Karin Rodriguez</b>
Teacher/Subject Area <b>Meghan Avelluto</b>	Parent <b>Sarah Mohammed</b>
Teacher/Subject Area <b>Kasha Wallin</b>	Parent Coordinator <b>Lisette Boccasio</b>
Related-Service Provider <b>Lisa Kundreskas</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Anita Skop</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>13</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>4</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>2</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>3</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>2</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>1071</b>	Total number of ELLs	<b>486</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): <b>Spanish and Chinese</b>
Dual language program (DL)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>	2													0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups						
<b>All ELLs</b>	486	<b>Newcomers</b> (ELLs receiving service 0-3 years)		444	<b>ELL Students with Disabilities</b>	91
<b>SIFE</b>	3	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)		42	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	37									0
<b>DL</b>										0
<b>ENL</b>	407	3	75	42		17				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

## 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 _____	15													0
Chinese	22													0
SELECT ONE _____														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	<b>0</b>																			

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

### Freestanding English as a New 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	45	63	69	36	33	23								0
Chinese	33	39	16	24	13	11								0
Russian	0	3	5	0	2	2								0
Bengali	10	8	9	6	2	2								0
Urdu	3	3	0	4	2	2								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0									0
French	0	0	0	0	0									0
Korean	0	0	0	0	0									0
Punjabi	0	0	0	0	0									0
Polish	0	1	1	0	0									0
Albanian	0	0	1	0	0	1								0
Other	5	3	2	1	1	2								0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	34	13	4	8	7	8								0
<b>Emerging</b> (Low Intermediate)	18	27	8	6	11	8								0
<b>Transitioning</b> (High Intermediate)	19	20	18	4	10	5								0
<b>Expanding</b> (Advanced)	25	60	73	53	25	22								0
<b>Commanding</b> (Proficient)	13	6	11	28	11	5								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	4	4								0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	6	33	48	35	18								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	26	17	11	1	0
4	29	12	6	3	0
5	27	7	1	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	16	5	17	0	16	0	8	0	0
4	21	6	12	0	12	0	8	0	0
5	23	3	10	0	5	0	1	0	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	3	0	13	0	22	0	14	0	0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0				
Chinese Reading Test	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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
We use Fountas & Pinnell Running Records- administered several times per year; informal Running Records; TC-Writing-on-Demand Assessments, administered-pre and post each unit of writing, using a CCSS aligned rubric; math module specific, pre and post module assessments . Current NYSESLAT results indicate that ELLs score lower, across grades, on the writing section. Prompted, texted based informational writing presents a challenge for our ELL students. Information obtained determines the composition and specific skills taught in flexible, small groups for reading/writing, math instruction. Units of study in both classroom and ESL groups have been modified to address this need, giving students the opportunity to practice answering these types of questions.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
In all grades students move out of the entering, emerging levels quickly [within the first two years], and remain in the transitioning and expanding levels for at least two years. New admit students, across all grades levels, score predominantly at the entering and emerging levels, i.e. K=49.5%; Gr. 1=71.4%; Gr.2-5=100%. These students are provided with more time in ENL instruction, as per P 154 and instruction focused on learning the basic, begginer level vocabulary [TIER I] and langauge structures to be able to communicate effectively in all modalities. NYSESLAT scores reveal that 53. 7% of students scored at the expanding level. This is consistent across grades and sub-groups, i.e. boys, girls, Hispanic, Asian. Students scoring at the transitioning and expanding levels are provided a combination of direct ENL instruction and content area instruction, with a focus on TIER II and III vocabulary and the use of more complex sentences across all four modalities.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
We have met our AMAO. Target for proficiency is 16. 3 %. P.S. 131 achieved 16.7% proficiency. We look at specific students who did not meet the goals and inform all teachers who service the student. Looking at the data across the grades and across the school is also something that is used to create plans that will enable more students to achieve individual goals.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

Our Spanish and Chinese speaking ELL populations take the Spanish or Chinese LAB-R at the commencement of their public school careers. They take no other native language exam. 70.9% of our ELLs make progress on the ELA test. ALL students have been taking Periodic Assessments Benchmark. Results are reviewed carefully [alongside colleagues; coaches; administrators-at grade meetings]; noting with which skills, strategies, standards students show weakness. Question choice and what it reveals about student understanding or misconceptions is also review. Instruction in whole group lessons and/or small group instruction to address student needs, is based on this information. Teachers also create customized assessments to determine the effectiveness of this instruction. Teachers meet with parents to discuss how to use the on-line resources. Our students need to work on building TIER 2 and content area vocabulary and using inferencing skills.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] Our school places a great deal of emphasis on TIER 1 instruction, investing considerable resources [time; money] focusing on rigorous, standards based, professional development for ALL pedagogues, on the needs of ELLs and students with disabilities; close supervision/feedback cycles; on-going teacher/supervisor monitoring and conversations about assessment results and implications for instruction. Data gathered through on-going monitoring and assessments [Running Records; Writing-on-Demand; math tests; individual student/teacher conferences] is used to determine TIER 2 instruction, which is provided in flexible, small groups by classroom teachers and specialists. TIER 3 instruction is offered through our Academic Intervention Program and in small groups, through cycles of very targeted instruction, by out-of-classroom pedagogues.
6. How do you make sure that a student's new language development is considered in instructional decisions? There is a very strong focus in our school on ELL needs and where they are in the development of new language skills, when planning professional development and TIER 1 instruction. One of the primary focuses of curriculum planning, for all pedagogues [including out-of-classroom teachers, i.e. Music, Gym, Performing Arts, Technology, etc] is new language development. Decisions about TIER 2 & 3 instruction are made in consultation with ESL teachers, Pupil Personnel Team [PPT] and members of the administrative team.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

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

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
  - At P.S.131, initial identification is conducted at registration. Parent is immediately asked if a language other than English is spoken at home. If a language other than English is spoken at home the following procedures are followed:
    - \*One of six pull-out ESL Teachers is called to administer the HLIS and conduct an informal oral interview. ESL Teachers- Lilia Zelmanovitch; Meghan Avelluto; Katarzyna Wallin; Merin Reyes and Susan Christopher are all certified ESL Teachers.
    - \* If parent does not speak English translation is provided for the following languages; Spanish-Lisette Boccassiono [Parent Coordinator] or Merin Reyes; Chinese- April Huang [Aide]; Russian- Lilia Zemanovitch [ESL Teacher]; Polish- Katarzyna Wallin [ESL Teacher]. For translation services of other languages, when the parent does not bring their own translator; the NYC DOE Translation Dept. is contacted for over the phone translations-whenver possible; PTA parents are enlisted.
    - \*Based on information gathered in the informal interview and HLIS, ESL Teachers determine who is eligible for NYSITELL testing. Students are temporarily placed in a class until testing. NYSITELL is administered by the ESL teachers within 5 days of registration. ESL teachers test the students in a quiet classroom. When a student arrives after September, whenever possible, testing occurs the day

after arrival. If a student enters during the registration period in September, testing may occur one to five days after registration due to the large number of ELLs registered at that time. Tests are immediately scanned and a score report is printed. Those that do not pass the NYSITELL are placed in an ESL or bilingual program appropriate to their grade, based on parental choice. Immediately following the administration of the NYSITELL, the Spanish LAB is administered to entitled students for whom Spanish is spoken at home. The Spanish LAB is administered by licensed ESL teachers, proficient in Spanish. Multiple parent orientation meetings are held within the first 10 days, with translations in Spanish, Chinese, Polish, Russian at which parents are informed of the variety of language programs from which they may choose; given information about their child's results on the NYSITELL; given a parental choice letter.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

When a new student arrives the pupil accounting secretary runs an admit discharge history (if a student is from a NYC public school) this becomes part of the students record and the information is transmitted to ENL and classroom teacher. If the student is from another country, the parents are asked to provide documentation of prior schooling. If the student is from another state then the guidance counselor will contact the school to discuss prior schooling and a request for records. In all cases, an oral interview of the student is conducted by an ESL teacher, in which we try to determine prior schooling experiences and native language proficiency. Interview questions used can be found in the NYS Ed. Dept- Guidelines for Educating Limited English Proficient Students with Interrupted English Education. As part of the student interview the student is asked to speak and write in the native language and is given an informal grade level mathematics quiz. Results of this informal student assessment are evaluated by teachers proficient in the student's native language, using grade level rubrics.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

When a student enters with an IEP and a home language survey other than English, the Language Proficiency Team meets. As a team they determine whether the student requires the NYSITELL or not. If the student requires the NYSITELL then he/she is tested and follows the same protocol as other ELLs and is placed in the appropriate setting within the first 10 days of school. The LPT meets within the first 5 days of enrollment. If the LPT determines that the student's disability is the determining factor affecting English proficiency, the recommendation is sent to the Principal for review. The Principal accepts or rejects this recommendation, with 3 days. If she rejects the LPT recommendation, the NYSITELL is immediately administered to the student. If the Principal accepts the recommendation not to administer the NYSITELL, she notifies the superintendent for his/her approval. The parent is notified of the final decision within 3 school days, in the parent's preferred language of communication. The LPT members include: Assistant Principal, Guidance Counselor, Special Education Teacher, ESL Teacher, ESL Coordinator and a member of the Child Study Team.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Immediately after the NYSITELL is administered, by an ESL teacher, it is scanned and the score report is printed. An entitlement letter is immediately sent home and invites parent to an orientation meeting. For September enrollment, many parent orientation meetings are held within the first 5 days of enrollment, with translations. For enrollment after September, individual parent meetings are held, within 5 days of enrollment. Non-entitlement letters are sent home with the students who have passed the test.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

The entitlement letter notifies the parent that they have the option to appeal ELL status, in the parent's home language. This letter is sent home with the child. At the orientation meeting, parents are advised of this process, in their home language. Letters are sent home by ENL teachers. This process is coordinated by the ENL Coordinator. All ELL related documents are kept in student cumulative record folder. Copies are kept in files in the Main Office.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Once students have been identified as English Language Learners, the entitlement letter [in the parent's preferred home language] is sent home inviting parents to an orientation meeting. Orientation meetings are held to accommodate home language needs and parental scheduling needs, within the first 10 days after enrollment. Meetings are often conducted early in the morning so parents may attend when dropping off students at school. Individual outreach is conducted by the ENL teachers and the Parent Coordinator, Lissette Boccasino. All meetings and individual outreach are conducted with translation in the parental preferred language. Through presentation by ENL Teachers and NYC DOE video, the following is provided at each meeting:

- Information about Transitional Bilingual; Dual Language and Freestanding ESL Programs and parent rights to choice.
- After the presentation, video viewing and Q & A session, parents are provided with choice letters. ENL Teachers are available for answering questions. If a change of classroom is necessitated then parents who chose that program are notified, via back-pack letter and/or call from the Parent Coordinator, indicating that the program they showed interest in is now available. When a previously chosen program becomes available parents are notified in writing, in their preferred language and/or notified by the parent coordinator. Because of our intensive parent involvement/outreach efforts we have a very high rate of response to parental choice

letters. However, in cases where there is no response a second letter is sent home informing that the default choice is a bilingual class.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Entitlement letters are sent home with students, in the parental preferred language. These letters include the invitation to parent orientation meetings. Parent Coordinator calls parents that do not attend the meetings and ENL teachers meet with these parents individually. All meetings are conducted with parent home language translation. Additional meetings are held, at arrival and dismissal time, for parents that did not attend the regularly scheduled meetings. Students of these parents are sometimes held at dismissal time, by the ENL Teachers and Parent Coordinator, at a location where they can meet with the parents when they pick up students. These steps ensure that Parent Surveys and Parent Selection Forms are returned. As a final step, a letter is sent home indicating that since the parent has not made an active choice, the default program is a bilingual class. All ELL related forms, i.e. Parent Survey, Parent Choice Letters are placed in the student's cumulative folder. A file with copies of each is kept in the Main Office. The ENL Coordinator monitors parent program choice, creating a chart indicating the data retrieved from the parent choice letters and presents to the Principal. Anytime that a program that was not available, becomes available, parents are notified in writing.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. As stated above, our extensive parent involvement/outreach efforts yield a large number of parents making program choices. After several unsuccessful outreach efforts, a letter is sent home indicating that the student has been placed in a bilingual class [if the class is available]. The ENL Coordinator reviews and compiles the information from all the parent choice letters and the letters not returned. The ENL Coordinator creates and maintains a chart indicating the data from the review of choice letters and letters not returned. This information is presented to the Principal.

9. Describe how your school ensures that placement parent notification letters are distributed. ESL teachers distribute placement letters, in the parental preferred language, to their students and the students that are in all ESL and Bilingual programs in the school once initial identification procedures are complete.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). ENL teachers place copies of all documents are placed in the student's cumulative folder and a copy of the HLIS and Parent Survey and Selection Form is also retained in the Main Office. These efforts are coordinated by the ENL Coordinator.

11. 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.

ATS list of all entitled students[RLAT] is kept by the Testing Coordinator, Mary Biondolillo, to ensure that all entitled students participate [with modification where ever needed] in NYSESLAT testing. Testing Coordinator also consults with ENL teachers. ENL teachers inform the Testing Coordinator of discharges and admissions to all ELL programs. All 4 sections of NYSESLAT are administered to all entitled students, during the Spring NYSESLAT testing period. The first few weeks are devoted to administration of the speaking section. The last two weeks are devoted to the other three sections, as well as those students that were not administered the speaking section. Students not tested due to absence on a testing date, are tested on make-up dates. A testing schedule for NYSESLAT is developed by the Testing Coordinator, in consultation with the Assistant Principal. Many of the pedagogues in the school building have been trained [and continue to be trained each year] on the administration of NYSESLAT, by the ENL teachers.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Each ESL teacher distributes continued or transitional entitlement letters, in the parental preferred language to their own students and collects the return portion to be kept on file in the ESL Coordinators room/office.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

At P.S.131K, parents consistently prefer ESL over bilingual programs, indicating a desire for having their children learn English quickly to enable them to compete with native language speakers. Of particular concern to our parent population is that students be able to apply for Superintendent Programs [gifted] at the middle school level, which are offered only in English and accept students with the highest scores on English standardized tests. Some parents of Kindergarten students request the Transitional Bilingual Program as a way to ease into school life [both for them and their children]. After their first year in the school they request that their students be taught in English only. As a result we have had to increase the number of ESL classes available in our school. In the 2014-2015 school year there were enough parents choosing Spanish bilingual in Kindergarten to open to Spanish Transitional Bilingual classes and one Chinese Transitional Bilingual class. However, in the 2015-2016 school year there are only 17 parent choices requesting Spanish Transitional bilingual in Kindergarten. Presently we have one Spanish and one Chinese Transitional Bilingual class in Kindergarten. Our programs are aligned with parental choices.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.  
There is a pull-out/push-in program in all grades. Integrated ESL is delivered during push-in hours and stand-alone ESL is delivered during pull-out hours. Kindergarten is exclusively a push-in program due to developmental need. Groups are organized by grade and are homogeneously grouped by proficiency level.
  - b. TBE program. *If applicable.*  
Transitional Bilingual program exists in the Kindergarten only. There is one Chinese and one Spanish bilingual class. The classes are heterogeneously grouped (by proficiency).
  - c. DL program. *If applicable.*  
There is no dual language program in our school.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
We amount of ENL instruction to each proficiency level is delivered in the following time allocations:  
Entering=360 mins.= 1 unit [180 min.] stand-alone ENL mins. & 1 unit [180 min] integrated ENL mins. Emerging= 360 mins. =1 unit [180 min] integrated & 1 unit [180 mins] stand alone. Transitioning= 180 mins.= .5 units [90 mins] stand alone & .5 units [90 mins] integrated. Advanced=180 mins.=1 unit [180 mins] integrated; commanding= 90 mins=.5 units [90 mins.] integrated. All pull-out/push-in teachers have lists and schedules that track each student and the number of minutes of ENL instruction they receive.
3. Describe how core content is delivered in each program model. 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.  
Core content is delivered in English only during push-in hours (by out-of-classroom ENL teachers) or by the classroom teacher in the self-contained ENL or bilingual classes. ENL teachers have developed social studies units of study following the scope and sequence for the grade and aligning to Common Core Standards. Trade books, graphic organizers, dictionaries, content area magazines, picture cards, language games are used.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
New admits are tested with NYSITELL and wherever necessary with Spanish LAB-R. Native informal assessments-teacher/student conferences-to determine content understanding, are conducted throughout the year by teachers in the Transitional Bilingual classes.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
The ELA curriculum-- Teachers College Reading and Writing Units of Study, a workshop model of instruction, provides for instruction and evaluation in all four modalities throughout the school year. All of the literacy components used within a Balanced Literacy approach to the teaching of reading, writing, listening, speaking place a heavy emphasis on teaching and evaluating student progress in all four modalities, through formal rubric based written assessments and teacher observations of whole group, small group and partner conversations [everyday], teacher conferences in reading and writing [everyday], formal Running Records in reading [3x per yr]. Pre and post unit tests in math, social studies and science. Pre and post writing on demand in each unit of writing.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term

e. Former ELLs up to two years after exiting ELL status

Instruction is differentiated for ALL [including ELL] students within the context of every classroom through the use of small groups, individual conferring and planning whole group lessons that provide access to the content through modeling, charts, visuals, technology, drama. Academic Intervention Services [AIS] two afternoons per week, after school, for all students [including ELLs] performing below grade level in reading and math. Test taking strategies and practice particular to each standardized test [ELA, math, social Studies, science, NYSESLAT] is offered on Saturdays [Saturday Scholars] and made available to all students in Grades 1-5 who will be taking the particular test.

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

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

In addition to all the supports outlined above, ESL instruction for ELL students receiving services for 4 or more years [Developing], is provided with a concentrated focus on the development of language, reading and writing skills in the content area, building of TIER 2 and content area vocabulary. Students not performing at grade level, may also be recommended to receive additional instruction from the Academic Intervention Teacher.

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

Newly proficient [Former] ELLs continue to receive support through ENL instruction and all services available to non-ELL students.

Testing modifications: ELLs and former ELLs are tested in separate locations and given time and a half.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

Academic progress is ensured by: utilization of Fountas and Pinnell running records and writing on demand assessments that are monitored periodically throughout the school year. This constant monitoring for progress enables us to provide intervention when immediately necessary.

Protocol for reidentification: If misidentified as ELL or non-ELL, school initiates a review of ELL status, upon receipt of written request from a parent, teacher. Process is completed within 10 school days of receipt of written notice. If it is a student with IEP, process is completed within 20 days. All documents are reviewed, including student work. If student was not ever tested with NYSITELL, NYSITELL may be administered. Licensed ENL teachers administer school based assessments in all 4 modalities. Based on results of school based assessments, recommendations are made to Principal. Principal determines whether to change ELL status or not. Parent is notified in writing, in the preferred language.

Qualified personnel to manage identification and reidentification process: Licensed ENL teachers.

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

Because at P.S.131K literacy instruction is delivered as an Apprentice Model of instruction within a Balanced Literacy Framework, a great amount of time is given to employing the instructional/assessment strategies, listed below, to allow all students, and especially ELLs and students with disabilities access to academic content, acceleration of English language development.

\*Extensive assessments in:

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

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

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

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

Extensive monitoring for progress allows teachers to target each ELL student's proficiency within each modality, thus working

Chart

within each students Zone of Proximal Development, promoting accelerated English language acquisition.

Native Language materials used: content area books; fiction books; dictionaries; charts.

Instructional strategies for ELL-SWDs include use of hands-on materials, TPR, drama, photographs; triad partner talk; language experience approach; sentence prompts; graphic organizers, etc.

Ensuring that ELL-SWDs with IEP mandates receive appropriate ESL or bilingual instruction: IEP teacher reviews all IEPs and communicates with each classroom teacher and the ENL Coordinator communicating all IEP mandates. ENL Coordinator ensures that all relevant pedagogues are informed and that all services are put in place.

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

Once a student is evaluated, the School Assessment Team, i.e. school psychologist; social worker, etc. recommend the least restrictive environment for each student. ICT and self-contained special education classes are part of all school wide activities, thus maximizing the time spent with non-special education students. The criteria for determining placement in an ICT class is determined by the School Assessment Team and based on results of all educational testing.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
Chart		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



\*Note “other approved services” does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

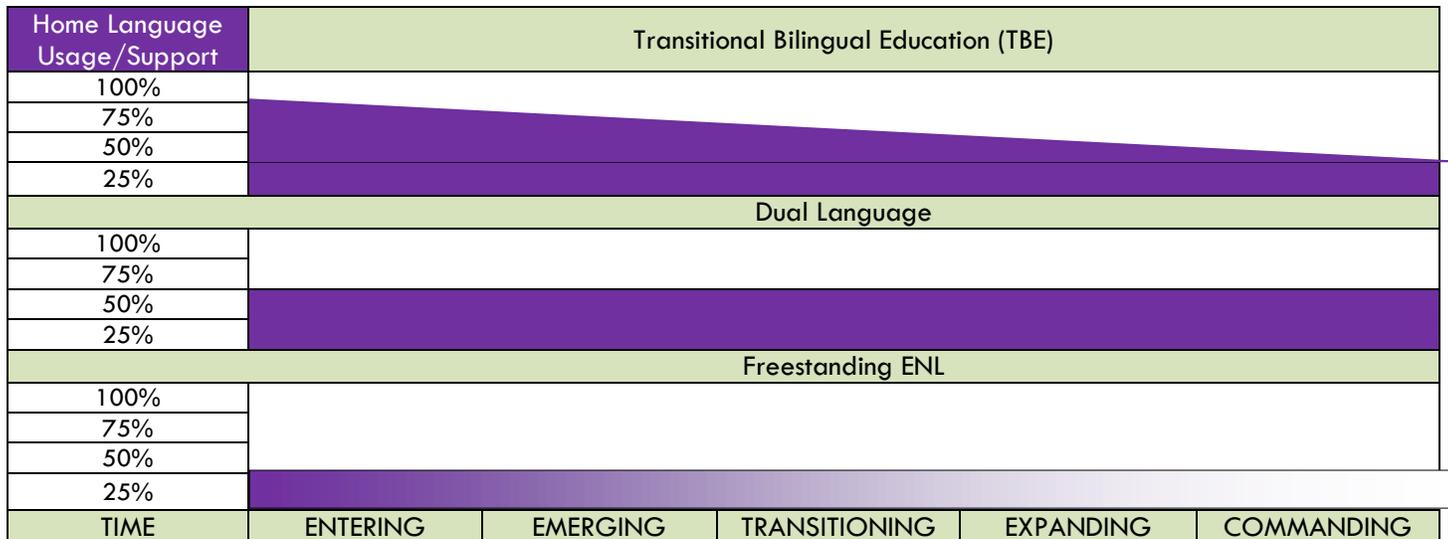


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Determination of whether an ELL student is in need of intervention services is based on performance on standardized tests, i.e. ELA, math, periodic assessments, and classroom work, teacher observations and formative assessments, i.e. pre & post math tests, writing-on-demand pieces, Running Records. While being a member of a particular ELL sub-group may contribute to the need for intervention, the determining factor for whether a student is in need of intervention services is a student's academic performance and social adjustment. As listed above, intervention may take many different or multiple forms, dependent on student need, i.e. AIS afterschool; Reading Recovery [Grade 1]; Lower or Upper Grade Literacy Intervention Group; placement in another grade for instruction in a particular content area; At-Risk Resource Room instruction; small group or individual counseling. At-risk intervention services are offered in English, with the support of instructional aids, as needed. Mandated intervention services are provided in the language indicated on the individual student's IEP. Targeted students in mathematics and literacy use Kaplan and Benchmarks for intervention. Social Studies targeted intervention=National Geographic. Science targeted intervention=National Geographic. Our Transitional Bilingual programs exists in Kindergarten only, teaching social studies in the native language. We do not provide a targeted intervention program for Kindergarten in social studies. Therefore there is no targeted intervention program in the native language.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. Our current ESL program moves beginner and intermediate ELLs more effectively than our advanced ELL students. All teachers receive a copy of the RLAT with names of entitled and newly commanding students at the beginning of the school year. In addition to NYSESLAT results, all ELL teachers conduct pre and post unit tests and periodic quizzes and use daily student observations to monitor progress and inform instruction. Data is reviewed on a weekly bases.
12. What new programs or improvements will be considered for the upcoming school year? We began conducting a mini- orientation course [touring the school, getting to know school personnel, quickly learning essential survival phrases, how to make friends] for beginner newcomers who speak no English.
13. What programs/services for ELLs will be discontinued and why? No program or service will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. Most students at P.S.131K are presently ELLs or Former ELLs. ALL programs, during or after school or on Saturday [as described in answers to questions in this section above] and all instructional materials, supports are available to ELLs and are put in place specifically to meet the needs of ELL students. ELLs are invited to attend all programs just like all other students at PS 131 are invited. They are not excluded. Letters describing the programs, with a parental choice tear-off [for response] is sent home to ALL students. Funding for most programs after school and Saturdays are Title I, Contract for Excellence, or Fair Student Funding. Title III funds are specific for an afterschool program for a limited number of ELLs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary. All classrooms are print rich and contain word walls, content area vocabulary charts, extensive leveled, genre and topic based libraries and reference books/dictionaries in English and in native languages, where appropriate. Strategy, Process and Content Charts are created by teachers, with and for students, as instructional aids and supports used during lessons and independent worktime. Digital & audio/visual media are available in all classrooms for all students to better communicate; develop/enrich language and conceptual development, i.e. Listening Centers; Whisper Phones; Smart Boards [Grades 2-5]; Mobile Laptop Centers [Grades 2-5]; desktop computers [all classrooms]; on-line resource subscriptions [RAZ Kids; iExcel; Brainpop; Brainpop Jr.; Brainpop Espanol- available to students/parents from home as well]; Discovery Education United Streaming; World Book Encyclopedia. Also available in all classrooms are an extensive assortment and variety of math manipulatives for hands-on exploration. A science lab room contains science materials [for exploration and experimentation] and extensive science libraries aligned with New York State science curriculum outline. Extensive content area libraries can be found in all classrooms.
16. How is home language support delivered in each program model (DL, TBE, and ENL)? Native language support is delivered in the following manner:  
Transitional Bilingual classes follow a 70:30 model [70% English , 30 % Spanish or Chinese].  
Content area lessons [Reading, Writing, S.S., Science] are conducted with a Preview'Review Model [Freeman & Freeman] as follows:  
Preview of lesson [5mins]- in native language; Mini-lesson- [10-15 mins]- in English; Independent Worktime- students practice independently while the teacher confers with individual students in whichever language will most support the individual student's development. Teacher also conducts small group instruction in English, with native language supports [preview & review] as necessary [25 mins.]; Share- in English [5mins]; Review -in native language [5 mins.]. At least one Read Aloud each day is

conducted

in the native language.

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

Beginner students that can read and write in their native language are encouraged to do so.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
On-going, systematic, periodic assessments ensure that ELLs, SWD, ELL-SWD; non-ELLs are placed in instructionally appropriate groups and do not limit them to groupings determined by age.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Newly enrolled ELLs, Grades 1-5 [and many in PreK and Kindergarten] are registered after the beginning of school, so we presently do not offer activities for newly enrolled ELLs in Grade 1-5 BEFORE the start of the school year. We do offer parent orientation meetings and school tours for newly enrolled PreK and Kindergarten students [including ELLs and their families] in June of the year before they start school. Spanish, Chinese and Bengali [when available] translations are offered at these orientation meetings and tours. These orientations include introduction to key school personnel; descriptions of programs offered to all different student populations in the school, ELL identification process and placement, what to expect the first few days of school, how to build anticipation and excitement for school with the PreK and Kindergarten student throughout the summer; how to deal with separation anxiety; visits to classrooms across the grades and Q & A sessions, with the Principap, Assistant Principal, Parent Coordinator, Guidance Counselor.
19. What language electives are offered to ELLs?  
We are an elementary school. Students are not offered electives.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

We do not have a dual language program.

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Professional development is provided for all pedagogues by an AUSSIE staff developer for math and by Teacher's College staff developers for literacy. Administrators, coaches and teachers conduct professional development for staff members every Monday afternoon from 2:30 to 3:50 p.m. All Faculty Conferences are planned as opportunities for the teaching staff to learn from one another. The focus of PD this year is "How to provide cognitively rigorous instruction for all students?" The school schedule is arranged so that all grades have at least one common prep period per week to allow teachers time to plan and collaborate. The goal of all professional development is to enhance teacher knowledge/skills to better meet the needs of diverse learners, including ELLs and Students with Special Needs. These staff members include: assistant principals, paraprofessionals, bilingual teachers, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Professional development is provided for all pedagogues by an AUSSIE staff developer for math and by Teacher's College staff developers for literacy. Administrators, coaches and teachers conduct professional development for staff members every Monday afternoon from 2:30 to 3:50 p.m. All Faculty Conferences are planned as opportunities for the teaching staff to learn from one another. The focus of PD this year is "How to provide cognitively rigorous instruction for all students?" The school schedule is arranged so that all grades have at least one common prep period per week to allow teachers time to plan and collaborate. The goal of all professional development is to enhance teacher knowledge/skills to better meet the needs of diverse learners, including ELLs and Students with Special Needs. These staff members include: assistant principals, paraprofessionals, bilingual teachers, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators. Bilingual/ESL coordinators attend professional development opportunities provided by the network.

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

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

PS 131 has worked throughout the years to provide distributive leadership. Many of our ESL and Bilingual teachers provide workshops, strategies and in class visitations to assist general education teachers with ELLs. Professional development is provided for all pedagogues by an AUSSIE staff developer for math and by Teacher's College staff developers for literacy. Administrators, coaches and teachers conduct professional development for staff members every Monday afternoon from 2:30 to 3:50 p.m. All Faculty Conferences are planned as opportunities for the teaching staff to learn from one another. The focus of PD this year is "How to provide cognitively rigorous instruction for all students?" The school schedule is arranged so that all grades have at least one common prep period per week to allow teachers time to plan and collaborate. The goal of all professional development is to enhance teacher knowledge/skills to better meet the needs of diverse learners, including ELLs and Students with Special Needs. These staff members include: assistant principals, paraprofessionals, bilingual teachers, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators. Bilingual/ESL coordinators attend professional development opportunities provided by the network.

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3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [\*ELL Policy and Reference Guide, Professional Development\*](#) section.

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### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The school conducts parent curriculum meetings in which goals are discussed. Classroom and ENL teachers invite groups of parents to small workshops on Tuesday afternoons during the school's parent involvement time, to discuss individual student language development progress, proficiency results on assessments and language development needs in content areas. All staff members keep sign-in sheets log-in parent attendance at group and individual meetings. Annual individual meetings with ELL parents, as per CR-Part 154 will be conducted during the Tuesday parent meeting time. Teachers will log each individual meeting with a sig-in sheet. At ALL meetings translations are provided in the preferred parental language.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

ENL teachers, classroom teachers, staff developers, administrators, parent coordinator all take attendance at each of the meetings through sign-in sheets and copies of any letters that were sent home as invitation are kept. All invitations are sent home in several home languages, i.e. english, Spanish, Chinese, Russian. In-house translator are used at all meetings.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

At P.S.131K parents are involved in a variety of ways: PTA; School Leadership Team. Parents attend curriculum information meetings in their children's classrooms, at the beginning of each year. Workshops are arranged by the Parent Coordinator, offered by outside organizations and P.S.131K staff, on working with students at home, nutrition, other topics of interest to parents. Parents attend Saturday information workshops to become better acquainted with the CCSS, standardized tests students take and workshops conducted by our guidance counselor on parenting issues. Through our Title III Grant parents attend instructional meetings on NYSESLAT and at times take trips to cultural institutions, led by ESL teachers. Parent Coordinator has developed a relationship with the librarian in our local public library. Last year she began, and will continue to extend this year, parent trips to the library to help our ELL parents become comfortable and familiar with the library, in order to encourage use during non-school hours, with their children.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

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

5. How do you evaluate the needs of the parents?

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

6. How do your parental involvement activities address the needs of the parents?

All parent involvement activities are planned as a direct response to parent request and need. This year, for the first time, P.S.131K will be sending home periodic [3 times per year] progress reports, in addition to three report cards, as a direct response to a parent body request for more communication about student progress.

### D. Additional Information

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

Paste response here:



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

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ruth Quiles	Principal		10/7/15
Tina Hatzimichalis	Assistant Principal		10/7/15
Lisette Boccasio	Parent Coordinator		10/7/15
Lilia Zelmanovitch	ENL/Bilingual Teacher		10/7/15
Sarah Mohammed	Parent		10/7/15
Meghan Avelluto	Teacher/Subject Area		10/7/15
Kasha Wallin	Teacher/Subject Area		10/7/15
Maria Caso	Coach		10/7/15
Jennifer Potter	Coach		10/7/15
Karen Rodriguez	School Counselor		10/7/15
Anita Skop	Superintendent		10/7/15
	Borough Field Support Center Staff Member _____		10/7/15
Lisa Kundreskas	Other <u>Related Service</u>		10/7/15
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **15k131**      School Name: **PS 131**  
Superintendent: **Anita Skop**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnedoe.org/tiu/lac](http://www.learnedoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

---

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

ATS Report of Preferred Languages, indicating parent preferred language of communication, as well as Home Language Identification Survey information, are used to determine language preferences. Schoolwide chart with the parental written translation and oral interpretation needs, listed by class/grade based on a survey. This schoolwide chart will be updated regularly. During registration it was noted that some families are illiterate in their native language so at times a phone messaging system is used.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Albanian	6
Arabic	4
Bengali	86
Cantonese	9
Chinese	176
Czech	1
English	220
Gujarati	2
Hungarian	3
Japanese	1
Korean	1

Mandarin 55  
 Polish 12  
 Romanian 3  
 Russian 20  
 Slovak 2  
 Spanish 469  
 Tadzhik 5  
 Ukrainian 1  
 Urdu 20  
 Uzbek 6  
 Vietnamese 1  
 Vietnamese-Chinese 1  
 Unknown 1

## **Part B: Creating a Communications Calendar**

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Policy and Procedures notices-September  
 Parent - teacher conference announcements-October  
 Special events announcements-based on the date of the event; two weeks before the event  
 After school information-October  
 NYS testing dates-September  
 Report CardsOctober-  
 Conduct, safety and discipline codes-September

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Curriculum night -September 17, 2015  
 Parent-Teacher conferences-November 5, 2015 and March 3, 2016  
 Parent-Teacher at risk meetings-January 31, 2016  
 End of year conference-May 15, 2016  
 Attendance Calls/Meetings-as needed  
 Guidance Meetings/Calls-as needed

## Part C: Providing Language Assistance Services

---

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Notices will be translated at the school level for Spanish, Chinese, Russian, Urdu. All other language translations will be provided by the Translation and Interpretation Unit. During meetings and phone calls school personnel will assist with Spanish, Chinese, Russian, Urdu; other languages to be provided by the Translation and Interpretation Unit. Templates available for use through the Translation and Interpretation Unit will be used. Translation funds will be used to hire interpreters.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

School staff will provide translations in Spanish, Chinese, Russian, Urdu. All other languages will be provided by the Translation and Interpretation Unit either written or oral.

## Part D: Training Staff on Policies and Procedures

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff members receive a school handbook in September which includes policies and procedures of translation services. Staff members have received a copy of the "I Speak..." card to enable over-the-phone interpretation.

## Part E: Providing Notice of Language Assistance Services

---

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The welcome poster is adjacent to the security desk where all parents and visitors sign in to enter the building. The Parents Bill of Rights will be sent home in primary languages. Translation in the preferred parental language will be provided with all written and spoken communications.

### **Part F: Monitoring and Quality Control**

---

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

A parent survey will be provided in January to gather feedback and adjustments will be made if necessary at that time. Only if adjustments are necessary will another survey be conducted in June. The PTA and the SLT teams are comprised of parents that are representative of the cultures and languages spoke in the school and advise on the quality and availability of services offered in the school.