

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

29Q131

School Name:

P.S. 131 ABIGAIL ADAMS

Principal:

RANDOLPH FORD

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Abigail Adams School School Number (DBN): 29Q131
Grades Served: K-5
School Address: 170-45 84th Avenue, Jamaica, NY 11432
Phone Number: 718-480-2840 Fax: 718-658-5690
School Contact Person: Veronica DePaolo Email Address: vdepaolo@schools.nyc.gov
Principal: Veronica DePaolo
UFT Chapter Leader: Deborah Biscardi
Parents' Association President: Anna Nunnally
SLT Chairperson: Veronica DePaolo
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Dhaniram Singh
Student Representative(s):

District Information

District: 29 Superintendent: lenon murray
Superintendent's Office Address: 222-14 Jamaica Avenue, Room 217
Superintendent's Email Address: lmurray3@schools.nyc.gov
Phone Number: 718-264-3146 Fax: 718-264-3148

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Blvd., Queens, NY 11416
Director's Email Address: mwilks@schools.nyc.gov
Phone Number: 917-520-6743 Fax: 718-642-5705

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)
Veronica DePaolo	*Principal or Designee	
Deborah Biscardi	*UFT Chapter Leader or Designee	
Sterling Nunnally	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Dhaniram Singh	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Amy Guttell	Teacher	
Michele Carrotta	Teacher	
Laura Kent	Teacher	
Crystal Parker	Member/Parent	
Angel Salmon	Member/ Parent	
Reena Singh	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: 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.

Our K to grade five school supports 836 students. Four percent of our population have IEPs, and twenty-two percent of our students are English Language Learners (ENLs). Seventy-three percent of the students are eligible for free lunch. The School Quality Snapshot for 2013-2014 shows that student performance in Mathematics is above the city and district comparison with 68.0% as compared to 39.0% and 33.0% respectively. PS 131 was rated excellent in Mathematics in closing the achievement gap for ENLs. We were rated fair in English in closing the achievement gap for ENLs. Student progress on the NYS ELA test is an area of concern. This school's results were at 46.0%, in comparison to the city and district achieved an average of 30.0% and the average for the city is 28.0%.

PS 131's school mission is to meet the academic cultural, social and emotional needs of all children. We promote a thirst for knowledge through standards-based instruction in a risk-free environment, to ready them for successful college and career opportunities. We promote a developmentally appropriate curriculum with a focus on the CCLS, balanced literacy, problem-solving in mathematics and science, hands-on technology and community and global exploration in social studies. The staff promotes life-long learning skills by challenging students to be explorative and critical thinkers. The principal supports this mission by aligning resources, budget and professional development.

PS 131 prides itself in being a school community that supports each other in an atmosphere of mutual respect. All staff works together in striving to provide all of our students with the necessary skills and resources that will help them to face life challenges ahead. We are committed to academic achievement and to providing quality learning in a safe and nurturing setting.

We have a strong community partnership with St. Johns University. Within this past school year we have placed ten student teachers, and approximately fifty student observers. The Literacy Alive program through the university visits each year to provide project based lessons, as well as donate books to classrooms. In addition these activities that take place during school hours, we also have an afterschool program that services our student population through St. Johns University, Blueberry, that supports working families and their needs.

One special initiative that has fostered a safe and nurturing community of learners is P.S. 131's Bucket Filling initiative. To start off the school year, two assemblies were hosted for all K-5 students on anti-bullying given by the administrative team and guidance counselor. In September, each student signed a bucket filler contract to be displayed in the classroom for the school year. A school-wide anti-bullying poster contest was also implemented. Every time a student "fills another student's bucket" he or she receives a star on the Bucket Filler Hall of Fame located in the main lobby and their name is announced over the loud speaker. This year, two additional assemblies are also hosted for all K-5 students on self-esteem and respect by Magic Jim. A school-wide book of the month focuses on positive character traits. Student responses are then displayed on a bulletin board in the main corridor.

Our school's instructional focus is: Literacy- To ensure that the necessary conditions are in place so that students are intellectually active in learning important and challenging content. With such a large ENL population, we have implemented various programs that focus on content specific vocabulary:

- Imagine Learning After-School Program meets three times a week (Wednesday, Thursday and Friday) from 2:30pm to 3:45pm. Targeted ENLs in grades 3, 4, 5 are taught by certified ESL teachers.
- A before school Foundations ESL Program meets one day a week from 7:30am to 8:00am which targets ENLs in grades K, 1, and 2 and is taught by certified ESL teachers.

- Teachers College Staff Developers provide professional development to classroom teachers with a focus on ESL strategies for Reading and Writing.
- During the school year, the ESL teachers provided training to all staff during weekly Monday afternoon PD sessions.
- Making Books Sing Literature at Play Residency taught twelve 45 minute sessions to 8 ENL classrooms to incorporate song writing and theater activities as a supplemental literacy component.

The element of the Framework for Great Schools in which our school made the most progress over the past year, is Supportive Environment. In addition to our Danielson data, OORS data, and Bucket Filling initiative mentioned above, we also have an open door policy. This open door policy provides students with a safe place to come and share concerns and achievements at any point in the school day. The open door policy also allows students the opportunity to nominate peers and staff members as bucket fillers, and provides students with a voice in our community.

Our key areas of focus for this school year align with two elements of the Framework for Great Schools. At PS 131, it is our goal to create a community of learners among our staff members. We believe that it is essential for all staff members to work collaboratively, share knowledge and resources, analyze data, and plan together in order to refine lessons and teaching approaches so that all learners experience success and meet standards. Both Collaborative Teachers and Rigorous Instruction are a major focus for the 2015-16 school year.

29Q131 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	833	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	76.1%	% Attendance Rate		94.7%
% Free Lunch	76.8%	% Reduced Lunch		9.2%
% Limited English Proficient	21.6%	% Students with Disabilities		9.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.2%	% Black or African American		8.1%
% Hispanic or Latino	13.0%	% Asian or Native Hawaiian/Pacific Islander		73.3%
% White	3.5%	% Multi-Racial		1.0%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.5	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.37
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	45.9%	Mathematics Performance at levels 3 & 4		68.0%
Science Performance at levels 3 & 4 (4th Grade)	96.4%	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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	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	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
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 results on the School Quality Guide 2013-2014 indicated that Student Achievement is our strength. We attained a score of 46% in this area compared to the City Average of 30% and District Average of 28%. There is a need to close the achievement gap in student progress on the NYS ELA Assessment. The results on the School Quality Guide 2013-2014 indicated that we were rated fair in the improvement in the ENL student group on the State English test compared to other students who scored at the same level previously. In 2013, out of 71 students tested, 8% were proficient. In 2014, we dropped from 8% (71 students) to 6% (51 students) in the same category.

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.

By June 2016, 10% of English Language Learners (ENLs) will be proficient on the New York State Common Core ELA exam.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Introduce the Wonder Literacy program as the core literacy curriculum. We will implement daily literacy blocks (140 minutes daily) and guided reading three times a week (15</p>	<p>K-3, ENL’s</p>	<p>September 2015-June 2016</p>	<p>Administrators,</p>

minutes each) with specific ENL guided readers to support literacy development.			Classroom Teachers, RTI Providers, Paraprofessionals, ESL Teachers, SETSS Providers
Revision: After school Imagine Learning Program for the ENLs.	3, 4, 5	November 2015 – June 2016	Classroom Teachers, ESL Teachers ESL Teachers
Curriculum maps will be developed by grade/subject teacher teams to ensure that instruction for ENL's is differentiated, motivating, and aligned to the CCLS and/or content standards and instructional shifts.	K-3, ENL's	September 2015-June 2016	Administrators, Classroom Teachers, RTI Providers, Paraprofessionals, ESL Teachers, SETSS Providers
Teachers will develop workshops during the Tuesday Parent Involvement that will support parents with understanding the components of the Wonders Literacy program, and how to support their children at home using the at home resources.	K-3, ENL's	September 2015-June 2016	Classroom Teachers, ESL Teachers
A certified F-status teacher will be hired 2 days a week to provide supplementary support during the reading block for grades 3, 4 and 5.	3-5 ENL's	December 2015 - March 2016	Classroom Teachers, ESL Teachers
Revision: Raz-Kids, an online reading library, will be purchased for all students to read at their "just-right" level.		February 2016-June 2016	Administrators, Classroom Teachers, ESL Teachers
Revision: Four parent workshops throughout the year will be hosted by ESL teachers to provide strategies for working with their students at home in Math and ELA.	K-5	September 2015-June 2016	ESL Teachers, Parents

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Administrators, Teachers, Parents, Students, Parent Coordinator, Paraprofessionals, School Aides
- Schedule for RTI intervention
- Data from all formative and summative assessments
- Wonders Literacy
- STAR Early Literacy Assessment

Part 4b. 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		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		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.

- Weekly, unit, beginning and end of the year benchmarks and ongoing progress monitoring of student growth informs instructional decisions and enables the teacher and the student to understand next steps towards attaining the goal.
- STAR Early Literacy Assessment and STAR Reading progress monitoring of students in need of strategic and intensive support scheduled every two weeks , formative and summative
- Data meetings to review progress monitoring results to inform short-term action plan.

Revision: March/April 2016 the school will administer the CCLS Spring ELA Benchmark assessment and the ELL Periodic Assessment to all students in grades 3-8. The data specialist, administrative team and ELL coordinator will analyze ELL data to measure the school's progress towards meeting this annual goal.

Revision: Based on STARS (F&P) reading levels 9.57% of 3rd, 4th and 5th grade ELL students are on or above the mid-year benchmark reading levels.

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.

In the 2013-14 School Quality Report the reviewer stated that the school curriculum promotes college and career readiness for all students by “inculcating sound writing approaches.”

However, one major finding from the in-house Student College Awareness in the Classroom Survey was the students’ opinions on whether or not they were being prepared for college/careers. When asked:

- **“ Does your teacher think you will go to college?”** 34.6% (of 789 valid responses) replied either “No” or “Not sure.” – (Student Survey Question 4)
- **“ My teacher talks to me about jobs I can have when I grow up”** 57.5% (of 784 valid responses) replied either “No” or “Not sure.” – (Student Survey Question 8)
- **“ My teacher talks to me about going to college when I grow up.”** 52.4% (of 777 valid responses) replied either “No” or “Not sure.” – (Student Survey Question 9)

Another finding, on a separate survey distributed to teachers (the Teacher College Awareness in the Classroom Survey) , the question asking:

- **“ My students and I have discussions about college”** 90.3% replied either “Sometimes” or “Rarely.” – (Teacher Survey Question 2)

Therefore, we must create a more supportive environment which fosters aspirations and prepares our students for college and careers.

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.

By June 2016, we will create a supportive environment for all students by implementing a college and career readiness vision throughout the school. We plan to reduce the student “No/Not sure” response rates to below 20% for Questions 4, 8, and 9 (see Needs Assessment).

This will be measured through a redistribution of the Student College Awareness in the Classroom Survey and the Teacher College Awareness in the Classroom Survey in January 2016 and May/June 2016.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>All learning experiences are designed with the intention of creating a college and career awareness throughout the school community. All learning experiences are designed to build an atmosphere of transparency and a level of trust and respect in which staff, parents, and students feel comfortable sharing in such experiences, as well as providing input and asking for guidance and support.</p>	<p>School Community</p>	<p>September 2015 – June 2016</p>	<p>Administrators Staff Students Parents</p>
<p>Administrators, teachers and students collaborate to establish a college/career awareness environment throughout the school.</p> <ul style="list-style-type: none"> • Teachers’ goals should include creating a sense of college/career awareness throughout their classroom • Staff consistently help students to understand that their choices on a daily basis help them get a step closer to college/career • Classes select college names; college names used as table names • Reinforce school mascot (eagle) • College t-shirt days • Career Dress-Up Day • Spirit Days throughout the year • Pep Rally at various times throughout the year • Field trips to local colleges/businesses • In-School Special Visitors/Speakers 	<p>Students in grades K-5</p>	<p>September 2015 – June 2016</p>	<p>Administrators Staff Students</p>

<ul style="list-style-type: none"> • Incorporate lessons in all subject areas with connections to College/Career awareness • Interest Buddies (college students/upper/lower grade peer groups) <p>Revision: College Day Assembly</p> <p>Career day Assembly</p>			
<p>Students with Disabilities and ENL students will be supported through varied learning opportunities. Some examples are:</p> <ul style="list-style-type: none"> • Field trips to local colleges/In-School Special Visitors • Incorporate lessons in all subject areas with connections to College/Career awareness • Interest Buddies (college students/upper/lower grade peer groups) • Visitors/Speakers with background as an SWD or ENL 	SWD and ENL students in grades K-5	September 2015 – June 2016	Administrators Staff Students
<p>Parents will play an integral role in supporting our school by:</p> <ul style="list-style-type: none"> • Sharing their college/career path experiences. • Participating in varied college/career related lessons/activities with their child’s class 	Students in grades K-5	September 2015 – June 2016	Staff Students Parents

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Administrators, Teachers, Parents, Students, Parent Coordinator, Paraprofessionals, School Aides, Local Professionals • Local Universities/Businesses/Organizations • Data from surveys (student and teacher) • Wonders Literacy Program • College related materials 											
Part 4b. 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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		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.

Progress will be measured through a redistribution of the Student College Awareness in the Classroom Survey and the Teacher College Awareness in the Classroom Survey in February 2016 and May/June 2016. The character education team will analyze the data from the survey in February to measure the school's progress towards meeting the annual goal.

Question	Yes	No	Not Sure	No/Not Sure 2016	No/Not Sure 2015
Does your teacher think you will go to college?	79%	19%	2%	21%	34.6%
My teacher talks to me about jobs I can have when I grow up.	62%	24%	14%	38%	57.5%
My teacher talks to me about going to college when I grow up.	79%	13%	8%	21%	52.4%

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 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.

According to last year's summative conference data, 90% of the teacher requested more time to collaborate with their grade teams and across grade teams. The 2013-2014 School Quality Review indicated the school needs to "improve systems in which teachers facilitate the speed and impact of school level decisions and adapting of new initiatives." Teachers are currently working in grade level teams to develop curriculum maps, analyze student work, and shared best practices. In order to strengthen our collaboration school-wide across various constituents in the school community and build capacity, there is a need to create cross grade teams.

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 teachers and paraprofessionals will be engaged in bimonthly cross grade level teams that initiate important activities, contribute to the school community and educational profession as measured by the creation of at least five work projects on parent involvement, grant writing, character education, academic initiative and college/career committees.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The implementation of Parent Involvement Committee will increase the number of school-wide events, attendance at these events, and support provided to students at home.</p>	<p>K-5</p>	<p>September 2015-June 2016</p>	<p>Administrators, Classroom Teachers, RTI Providers, Paraprofessionals, ESL Teachers, SETSS Provider</p>
<p>Grant Writing Committee will seek out opportunities specific to students with disabilities and ENLs to provide additional instructional resources.</p>	<p>K-5</p>	<p>September 2015-June 2016</p>	<p>Administrators, Classroom Teachers, RTI Providers, Paraprofessionals, ESL Teachers, SETSS Provider</p>
<p>Character Education Committee will create five cycles that will support a culture of a safe and nurturing school community. Students will have opportunities to express various traits through drawing, writing, and presentation.</p> <p>While the Academic Initiative Committee will develop monthly school-wide projects based on school academic goals and student interest surveys.</p>	<p>K-5</p>	<p>September 2015-June 2016</p>	<p>Administrators, Classroom Teachers, RTI Providers, Paraprofessionals, ESL Teachers, SETSS Provider, Student Council, Guidance Counselor</p>
<p>The College and Career Readiness Committee will assist in the development of assemblies and awareness.</p>	<p>K-5</p>	<p>September 2015-June 2016</p>	<p>Administrators, Classroom Teachers,</p>

			RTI Providers, Paraprofessionals, ESL Teachers, SETSS Provider
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Administrators, Teachers, Parents, Students, Parent Coordinator, Paraprofessionals, School Aides • Poster and bulletin board accents • Book of the Month • Monday afternoons from 3:00-3:40 pm- bimonthly 											
Part 4b. 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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		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.										
<ul style="list-style-type: none"> • Teacher attendance to committee meetings - Bi-weekly each meeting • Parent attendance to workshops and events - Monthly • Increase in student participation in academic activities - Monthly • Increase in the School Environment Survey results for parents and teachers - May • Develop a school-wide system to use quantifiable student results to measure each team’s success - Monthly • Administrators will assess the communication between each committee, and the school community as a whole through participation from parents and other staff members - Attendance at monthly meetings and incentives <p>- In February 2016, the administrative team will calculate the number of work pieces submitted by each team to ensure they have completed at least 3.</p> <p>Revisions: Each committee has completed 2-3 work pieces (February.)</p>										
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.

Based on the Danielson Framework for Teaching, our Advance data shows that 74% (34 out of 46) of teachers are either Effective or Highly Effective in the component of 3d, Assessment in Instruction, which is the highest rated instructional component. This same data source shows that 69% (32 out of 46) of our teachers are either Effective or Highly Effective in the component of 3c, Student Engagement, which is the lowest rated instructional component.

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.

By June 2016, 100% of teachers will be observed using the Danielson Framework for Teaching and receive high quality feedback that will result in a 10% (4 out of 46) increase of teachers rating effective or highly effective for component 3c, Student Engagement, in Advance.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>ENL teachers will facilitate ongoing professional learning to improve the quality of engagement and provide strategies.</p>	<p>K-5</p>	<p>September 2015-June 2016</p>	<p>Administrators, Classroom Teachers,</p>

			RTI Providers, Paraprofessionals, ESL Teachers, SETSS Provider
During common preps/grade level meetings, teachers will explore various ways to group students effectively. They will examine learning styles, interests, and academic abilities to foster student engagement. Teachers will also create lessons in which pacing provides students with the time needed to be intellectually engaged.	K-5	September 2015-June 2016	Administrators, Classroom Teachers, RTI Providers, Paraprofessionals, ESL Teachers, SETSS Provider
Administrators will consistently support teachers in creating and monitoring custom assignments for student work, including SWDs and ENLs. Along with the Data and Professional Development Committee, administrators will conduct data meetings to discuss incremental gains, to monitor the effectiveness of instructional strategies, and to determine next steps for differentiated instruction and additional support for all students, including SWDs and ENLs.	K-5	September 2015-June 2016	Administrators, Classroom Teachers, RTI Providers, Paraprofessionals, ESL Teachers, SETSS Provider
High expectations will be communicated to families so that there is a shared understanding of where students are in their path toward college and career readiness.	K-5	September 2015-June 2016	Administrators, Classroom Teachers, RTI Providers, Paraprofessionals, ESL Teachers, SETSS Provider, Parents, Guidance Counselor

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Administrators, School Staff, Parents, Students • Regularly scheduled data meetings • Regularly scheduled Teacher Team meetings • PTA meetings

- Classroom celebrations

Part 4b. 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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		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.

- Administrators will regularly monitor teacher growth on Advance. - Monthly
- Administrators will monitor student growth to determine teacher effectiveness - September/October 2015, February 2016, May/June 2016
- Administrators and TDEC will analyze Advance data in February 2016 to ensure 50% of the total number of observations have been completed and documented in Advance.
- Administrators and TDEC will analyze Advance data in February 2016 to identify possible growth around component 3c.

Revision: As of 3/1/16, Advance data shows that 60% of teacher ratings are effective or highly effective for component 3c, Student Engagement. The March PD plan will be around student engagement to increase the percentage for the end of the year.

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.

The School Environment Survey for 2014-2015 indicates the need to strengthen the parent completion rate. The final results indicate that PS 131 improved in this area by 10% (2013-2014 was 52%, 432 parents; 2014-2015 62%; 518 parents). Our school community feels that this percentage needs to be increased. We would like to see at least a 5% increase (67%; 560 parents) after the 2015-2016 survey completion.

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.

Increase the School Environment Survey parent completion percentage by 5%. (67%; 560 parents)

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Class completion incentives.</p>	<p>K-5</p>	<p>March 2016- April 2016</p>	<p>Administrators,</p>

<ul style="list-style-type: none"> • Ice cream party • Pizza Party 			Teachers, Paraprofessionals, Parents, Students
Spring Parent Teacher Conference raffle.	K-5	April 2016	Administrators, Teachers, Paraprofessionals, Parents
Promotion of survey completion at PTA meetings.	K-5	February 2016-April 2016	Parent Involvement Committee, Administrators, Parents

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Dinner • Ice Cream • Raffle prize 											
Part 4b. 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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		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.
<ul style="list-style-type: none"> • February 2016 - April 2016 Tracking of parent survey completion <p>May 2016 - Final parent survey completion rate</p> <p>Revisions: Parent notices and newsletters were distributed February 29, 2016 explaining incentives. Teacher PD was facilitated on February 29, 2016 to promote the parent surveys.</p>
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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • Formal assessments • Summative assessments • Teacher recommendation 	<ul style="list-style-type: none"> • At-risk SETSS – Remedial pull-out Reading and Writing • Guided Reading • Strategy Groups • One-on-one conference • Shared Reading • ESL Foundations Program K-2 • Imagine Learning After School Program for ENLs 3-5 • Test Prep After School Program 3-5 	Small group, one-to-one	During the school day, before and after school
Mathematics	<ul style="list-style-type: none"> • Formal assessments • Summative assessments • Teacher recommendation 	<ul style="list-style-type: none"> • Strategy Groups • One-on-one conference • Test Prep After School Program 3-5 	Small group, one-to-one	During the school day
Science	<ul style="list-style-type: none"> • Formal assessments • Summative assessments • Teacher recommendation 	Differentiated instruction based on students' needs	Small group instruction provided by the science teacher during the science period	During the day
Social Studies	<ul style="list-style-type: none"> • Formal assessments 	Differentiated instruction based on students' needs	Small group instruction provided by the classroom	During the day

	<ul style="list-style-type: none"> • Summative assessments • Teacher recommendation 		teacher during the social studies periods	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Formal assessments • Summative assessments • Teacher recommendation 	Guidance Counselor – Positive Social Skills	Small group, one-to-one	During the day

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

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.
<ul style="list-style-type: none"> • Assistant Principals will work closely with Borough Field Support HR point person to ensure that all teachers receive 175 hours of professional development within their 5 years of holding their professional license. • Assistant Principals will hold workshops on how to apply for their professional license and complete necessary paperwork. • All first year and new teachers will be supported by the literacy coach in addition to one planning period per week, as needed. • New teachers meet weekly with the literacy coach or assistant principal to mentor him or her, as required.

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).
<ul style="list-style-type: none"> • Professional development will be provided weekly by teachers or administrators in the areas presented in the needs assessment, including but not limited to, smartboard, Danielson rubric, shared reading, units of study, supporting ENLs. • All K-5 and ESL teachers will attend workshops to support implementation of the Common Core aligned ELA Wonders Literacy Program. • The Music teacher will attend four half-day trainings provided by the NYCDOE with a focus on questioning and discussion. The music teacher will be provided with feedback/PD from an assistant principal in this area at least one time a year for non-evaluative purposes. • The Physical Education teacher will attend two trainings provided by the NYCDOE with a focus in the Danielson Framework. The physical education teacher will be provided with feedback/PD from an assistant principal in this area at least one times a year for non-evaluative purposes.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

The parents are given a tour and informational workshop of the school by the Parent Coordinator. The Kindergarten grade leader contacts the pre-schools to discuss curriculum alignment and offers parent orientations to the incoming families on the prerequisite skills needed to enter kindergarten. The IEP teacher and/or school psychologist meets with all incoming special education parents during registration to ensure that services will be provided from the first day of school. The Parent Coordinator will host a spring Read-With-Me Program inviting pre-school students and parents to a 30 minute read aloud session in a classroom setting.

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.

The MOSL and Professional Development Committee will meet regularly to make informed decisions on assessment measures and professional development opportunities. The MOSL committee will bring the necessary information back to grade teams to consistently inform the teachers and MOSL committee during the decision making process. The Professional Development committee will create and distribute a survey for staff to identify professional development strengths and needs areas. This survey will inform decision making for our professional development plan for the school year.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	393,251.00	X	5A, 5B, 5C, 5D, 5E
Title II, Part A	Federal	84,083.00	X	5A
Title III, Part A	Federal	21,524.00	N/A	N/A
Title III, Immigrant	Federal	0	X	5A
Tax Levy (FSF)	Local	4,144,658.00	X	5A, 5B, 5C, 5D, 5E

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.

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

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

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

School-Parent Compact (SPC)

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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>Abigail Adams</u>	DBN: <u>29Q131</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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>64</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input 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>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>0</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: At P.S. 131Q, it is our mission to ensure that each child achieves a high level of proficiency in the English language. We will be running two different programs simultaneously with the Title III funding:

PROGRAM 1: Will be a twice a week, before school program using Foundations that will serve 32 ELL students in grades K - 2 with 2 fully certified ESL teachers.

PROGRAM 2: Will be a three day a week afterschool program using Imagine Learning Software that will serve 32 ELL students in grades 3 – 5 with 2 fully certified ESL teachers.

With a total of 4 fully certified ESL teachers, all currently teaching ESL at PS 131, Q, Title III instruction will be delivered as follows:

I- PROGRAM 1

To supplement services for beginner level, intermediate level and newcomer ELL students in Grades K - 2, ELLs in these grades will be assessed using the Teacher's College Foundational Assessments. ELLs identified as needing support, will meet once a week to receive a double-dose of Wilson's Foundations. These K-2 students will get a double dose of Foundations to increase letter/sound identification using multisensory methodology. This foundation will lead to the ELL students to use these sounds to form words, phrases and sentences. This frequent practice will lead to phonemic mastery in students. Since the publication of Foundations, several impact and efficacy studies have shown that when implemented properly, students using Foundations achieve greater gains in foundational literacy skills compared to students using other programs previously implemented by schools. These studies show significant gains in both the ELL population and for students receiving Tier I and Tier 2 interventions. Students tested in these studies indicated as much as a 16 point gain in Phoneme Segmentation Fluency (PSF) from the BOY to MOY and from the MOY to the EOY. Four groups of students (with 8 students in each group) will be formed in order to have two groups for each teacher meeting once a week. Before the start of this program, all students attending will be assessed by the Foundations Intervention Placement Inventory to be placed into more homogeneous groups. These teachers will begin the before school program on December 2nd, 2014 on Tuesdays and Thursdays from 7:15 am until 8:00 am for 16.5 weeks. This program will be slated to end on Thursday, April 16th, 2015. The cost of this program will be 2 teachers x 1.5 hours a week x 16.5 weeks x \$51.51 = \$2,549.75.

II- PROGRAM 2

Imagine Learning English Afterschool Program for grades 3 – 5 for 3 days a week

To supplement services for grades 3 – 5 an after-school program for ELLs at risk according to the AMAO tool, newcomer and regular ELLs will be started. The program will focus on developing students' literacy skills by emphasizing vocabulary development, phonics, reading comprehension, and building writing skills. The purpose of this program will be to accelerate English language literacy acquisition in order to allow students to participate meaningfully in classroom activities within a small group size. This grouping is highly interactive and is received well by the students. They look forward to the individualized attention and support. Programs to be used are Imagine Learning English Software. This group is comprised of 32 ELLs in grades 3 -5, which will include students who are newcomers, 4 – 6 year ELLs, and Long Term ELLs. This afterschool program will operate Wednesdays, Thursdays and Fridays from 2:30 pm until 3:45 pm for a total of 32 students with 2 fully certified ESL Teachers. Teachers will focus on building these students' literacy skills three days a week during the after-school program. This program will supplement English language acquisition for the ELLs who have been receiving ESL services for 3-6 years and newcomer/SIFE ELLs. The program to be used will be Imagine Learning English

Part B: Direct Instruction Supplemental Program Information

software program which has proven to be effective in accelerating English language acquisition. Imagine Learning teaches vocabulary development, including academic language, listening and speaking skills, phonemic awareness, emergent literacy, and school readiness. This computer program has been revamped to take into account the new Common Core Standards. This program begins in the students' native language, if available, and gradually increases English exposure as the child progresses. It achieves this through the use of music and art where students receive one-on-one differentiated instruction, designed to meet the needs of each child. This program has been used successfully in this school and the data suggests the more time spent on the program, the higher student gains are made in letter knowledge, vocabulary, phonemic awareness, and oral production. For the 4 months that the program was in effect at our school last year, the ELLs showed significant gains in listening comprehension (41.9%), conversational phrases (46.5%), basic vocabulary (25.4%) and academic language (50%). Literacy development has also been measured and we have found that reading comprehension has increased 62.1% for leveled texts. Our hope is that this program will help our students succeed in acquiring the English they need to excel in school and meet the reading demands and tasks of not only standardized testing, but the common core curriculum. The afterschool program will operate Tuesdays and Thursdays for one hour and forty-five minute sessions for the students. Two fully certified ESL teachers will facilitate the program in the Technology room. Students will attend the afterschool program from 2:20 pm until 4:00 pm. Funding from the program will go towards per-session payment for the 2 fully-certified ESL teachers. The cost of this program will be 2 teachers x 58 sessions at one and a quarter hour (1.75) sessions x \$51.51 per hour = \$10,456.53. The program will commence on Wednesday, November 5th, 2014 and continue until Wednesday, April 22nd, 2015. This amount will pay for direct instruction.

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: During the 2014 - 2015 school year, ESL teachers will provide training to all classroom teachers and out of classroom teachers during weekly Monday afternoon professional development days. Topics to be covered will include: BICS and CALP, using visual media such as graphic organizers, cooperative learning strategies for ELLs, scaffolding strategies, and interactive strategies such as: jigsaw, four corners, and think-pair-share, and modifying classwork for ELL's. ESL teachers will provide this instruction to the Common Branch teacher of ELLs on Monday afternoons during Professional Development sessions and during common preps and lunch periods.

There was a professional development for all classroom teachers and ESL teachers on September 4th, 2014 for using Imagine Learning for ELLs during the school day. Teachers were given highlights of what the program does for ELLs and how to add students and monitor their progress throughout the year. In order to follow up on what the classroom teachers have been shown, we would like to invite Imagine Learning providers back to provide two more professional development sessions for the teachers, during the school year. The topics to be covered are:

- 1) Digging into the Data to effectively make strategy groups
- 2) Blended Learning using Imagine Learning

These workshops would be scheduled twice for each two hour sessions to K-2 teachers and then 3-5 teachers during the school year. The cost of each workshop is \$1,000. The total cost would be 2 workshops x \$1,000 per workshop = \$2,000.

Supplies and Materials:

In order to use utilize all aspects of the Imagine Learning program, we need to purchase items for our

Part C: Professional Development

printers and for the students: printer paper, ink, pencils/crayons and writing paper. The before school program will need to purchase 2 sets of Foundations materials including teacher's editions for grades k and 1, student dry erase boards, dry erase markers, cards and charts. The amount needed for these all these supplies will not exceed \$4,233.72.

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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: _____ The 4 current ESL Teachers at PS 131 will host a series of workshops for the Parents of ELLs. Parents will be notified of these workshops by flyers sent home in both English and parental home languages by utilizing the Translation and Interpretation Unit's services. These workshops will take place monthly during the Parent Engagement days on Tuesday afternoons during the school year and having the ESL teachers offer these workshops to parents who work during the day at night. Parents will also be asked to fill out a needs survey in order for the ESL teachers to find out what topics parents are interested in. Some topics to be addressed will be:

- Helping your K-2 child master Foundations.
- Helping your ELL child with reading strategies.
- Helping your ELL child with math games to reinforce math concepts.
- Helping your ELL child with writing strategies.
- Helping your ELL child meet the Common Core Learning Standards.
- What is the Imagine Learning Program?
- MORE TOPICS TO BE DETERMINED BY PARENT NEEDS SURVEY...
- The cost of these programs will be \$2,150 for teacher/para per-session and \$250 for refreshments for parents at the monthly meetings. (Paraprofessional per-session will meet the language needs of our ELL population) The total cost of these services will be \$2,400.

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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)	_____	_____

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

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 29	Borough Queens	School Number 131
School Name Abigail Adams Elementary School		

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 Veronica DePaolo	Assistant Principal Courtney Quiles/Kelly Cintron
Coach Barbara Pollack	Coach n/a
ENL (English as a New Language)/Bilingual Teacher Deborah Biscardi	School Counselor Frank Zarb
Teacher/Subject Area Maria Carrotta/3rd grade	Parent Anna Nunnelly
Teacher/Subject Area Amy Guttell/2nd grade	Parent Coordinator Pauline Isaacs
Related-Service Provider Nicole Schmidt	Borough Field Support Center Staff Member Marie Rousseau
Superintendent Lenon Murray	Other (Name and Title) type here

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

D. Student Demographics

Total number of students in school (excluding pre-K)	833	Total number of ELLs	172	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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 #
Transitional Bilingual Education														0
Dual Language														0
Total	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					
All ELLs	172	Newcomers (ELLs receiving service 0-3 years)	146	ELL Students with Disabilities	31
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	26	Long-Term (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	
TBE										0
DL										0
ENL	146	0	18	26	0	11				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 11

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* 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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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	4	4	3	1	1	2								0
Chinese	1			1										0
Russian														0
Bengali	22	30	24	18	16	9								0
Urdu	3	1	3	1	1	3								0
Arabic	1	2	1											0
Haitian	1													0
French														0
Korean														0
Punjabi		3	1	1		3								0
Polish														0
Albanian														0
Other		2	2	3	2	2								0
TOTAL	0													

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
Entering (Beginning)	9	5	1	1	4	0								0
Emerging (Low Intermediate)	5	8	3	2	2	4								0
Transitioning (High Intermediate)	9	2	4	4	4	1								0
Expanding (Advanced)	9	27	26	18	10	14								0
Commanding (Proficient)	0	16	12	14	5	2								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	1	0								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	0	22	28	15	3								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	8	2	0	0
4	8	6	0	0	0
5	10	6	0	1	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	7		8		6		2		0
4	7		5		4		0		0
5	11		8		4		1		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	0		5		10		1		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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
 - Our school uses STAR Early Literacy online testing from Renaissance Learning Place and ELA MOSL scores from the beginning of the year to inform our instruction for early literacy skills for all students including ELLs. The data gained from these tools allow teachers to form differentiated groups within their classrooms in order to help students perform according to the NYS Common Core Learning Standards. The ELLs are then differentiated even further by their level of ENL and modality strengths and weaknesses by the ESL teachers during pull-out instructional time.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 - The data patterns across the performance levels on the NYSITELL and NYSESLAT by grade show that most of our ELLs are at the Expanding level of English language acquisition. Sixty-one percent of all current ELLs are expanding. Eleven percent of all ELLs are entering. Fourteen percent of all ELLs are emerging. Fourteen percent of all ELLs are transitioning. Twenty-nine percent of all ELLs are commanding. A larger percentage of ELLs are in the lower grades, 62% are in grades K – 2 while 38% are in grades 3 – 5.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

For the 2014-2015 School Year, PS 131 used the AMAQ Estimator Tool to determine which students would be selected for Title III Afterschool programs. Higher risk level students were given priority over other students to attend. Also, one ESL teacher gave double service to some at risk students in grade 3. These students were advanced level students who only needed a mandated 180 minutes of ESL instruction but were given 400 minutes in total a week. We intend to do the same for this coming school year. According to the AMAQ tool, the data indicates that PS 131 is clearly making progress and achieving proficiency with 75.90% of our ELLs making progress in English language acquisition and 25.90% of our ELLs achieving proficiency on the NYSESLAT. These rates are above the target rates for school years into 2016-2017. The findings for achieving proficiency are not part of this year's AMAQ tool due to the fact that the NYSESLAT changed from the spring of 2014 to the spring of 2015. What did increase was the amount of ELLs who achieved proficiency for the current school year. Twenty-Nine percent of our current ELLs achieved proficiency on the spring 2015 NYSESLAT compared to 25.90% from the previous year.
- For each program, answer the following:

- a. 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?

A. The pattern for performance levels for the NYS Common Core exams show that ELLs need much more improvement on performing well on these exams. Only 6% of ELLs (3 out of 52) scored at a level 3 or 4 on the spring 2015 NYS Common Core English Language Arts exam, with 56% scoring at level 1. A larger percentage of ELLs performed at or above grade level on the spring 2015 NYS Common Core Mathematics exam. Twenty-seven percent of ELLs (17 out of 63) obtained a level 3 or 4 on the NYS math, while 39% scored at level 1. On the 4th grade NYS Science test, 69% of ELLs scored at level 3 or 4, while 31% scored at level 2.

B. School leadership and teachers use the results of the ELL periodic assessments as a benchmark to see progress from the fall to the spring of the current school year. The results of the ELL Periodic Assessments for third through fifth graders are used by teachers and administration to monitor the progress ELLs are making in English acquisition and to inform instruction. The results also give the school an indication of how ELL students in grades 3 - 5 will do on NYS Common Core exams and the NYSESLAT. The areas or modalities where students are struggling are analyzed and plans for scaffolding instruction in those target need areas are implemented.

C. The school is learning that by using the resources on NYC Schoolnet, teachers can drill down the data and reteach material to students in groups or individually. Students can be grouped by skills or standards not yet mastered and teachers can model using the ELL periodic assessment itself to reteach. What we saw for the 2014-2015 school year was growth in all ELL standards except one class. This one class had 2 new admits that were brand new to the country and tested as beginner level ELLs. All students made gains of 4 percent or more, except for SWD ELLs. These students' scores dropped compared to their peers. Some of these students have IEPs that require alternate placement paraprofessionals that provide native language support. The home language is used to help achievement in many ways: SWD ELLs typically have language paras that reinforce instruction in the home language, ELLs use technology that uses the home language (Imagine Learning English), and there are classroom libraries and the main library that have many books in the home language.

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.*]

PS 131 uses data from multiple sources to guide instruction for ELLs within the RtI framework. First a meeting is set with the RtI team to discuss a student's performance and a plan is implemented for creating support for a student who is considered at risk. Data used can consist of: students' Fountas and Pinnell benchmark running records, MoSL and periodic assessments, teacher observations, classroom performance, STAR reports and reports from Imagine Learning are used. After a 6 to 8 week period of using the supports recommended by the RtI team, data is again collected, analyzed and interpreted to see if any improvements have been noted. Decisions are then made for next steps in the RtI process for students.

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

PS 131 ensures that students' second language development is considered in instructional decisions by including the ESL teachers at all their grade level curriculum planning sessions. The ESL teachers are part of the grade teams. The experienced ESL teachers at PS 131, ranging from 11 to 23 years, play a crucial role in expressing their expert effective practices repertoire to help drive cohesive instruction for all learners. The ESL teachers are aware of the Common Core Standards and the structures necessary to assist in making learning accessible to all its ELLs, no matter which level of English acquisition students achieve. The English as a new language teachers follow the New Language Arts Progressions because research has shown that these progressions follow the new stages of literacy development. The school also uses ELL students' educational history and cultural background when making instructional decisions about a student. Where a student comes from and how long they have been attending school are factors that impact any RTI or AIS decisions. The entire school staff is given its pertinent ELL caseload information with strategies on how to ask questions for each proficiency level and scaffolds that are appropriate for each proficiency level.

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?

not applicable

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

PS 131 evaluates the success of its program for ELLs by relying on data from multiple sources. The school uses the AMAO tool, results from the NYS Common Core ELA and Math exams, NYSESLAT results, Schoolnet reports, and information from the School Quality Guide and teacher observations. If any drops in performance are noted, the school examines the data closely to try to understand why there was a decrease. Changes in instruction to ELLs are made accordingly to increase scores the following school year. This current school year, the CEP goals are closely tied to increasing AYP for ELLs. The CEP has been shared with the entire staff and the goals set forth, along with the action plan are closely tied to instructional goals.

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.

PS 131 hired an ESL Coordinator, Deborah Biscardi, for a sixth year in a row, to help meet the demands of registration. The ESL Coordinator position was filled by a senior, qualified teacher with over 19 years of experience in the license area of TESOL. The ESL Coordinator works with the Pupil Accounting Secretary to assist with registration. The ESL Coordinator meets with the parents/guardians of the students during registration for initial identification and makes certain that the correct Home Language Identification Survey is administered. All parents are interviewed to ascertain whether or not they understand the questions on the HLIS. Also, all parents/guardians are interviewed to determine if a language other than English is spoken in the home. The students are also informally interviewed by the ESL Coordinator to ascertain whether or not they are able to answer basic questions about themselves. If they are capable, the ESL Coordinator uses other academically- based questions to further ensure whether or not students may possibly be entitled to services. The newly formed LPT team makes the final decision for all eligible NYSITELL takers. They determine whether or not a student should/should not take the NYSITELL. If a student is found to not need the NYSITELL, the team submits the Language Proficiency Team’s NYSITELL Determination Form for principal and superintendent determinations. Many parents bring a family member during the registration process to help with the language barrier. If they do not have a translator, different members of our staff can provide translation. The educational assistants, such as Ms. Sultana and Ms. Ahmed (educational assistant), both speak Bengali, Rosalie Maldonado (Secretary), Ms. Cotes, and Ms. Gormandy (educational assistant) are fluent in Spanish. If no one is available in a parent’s native language, the translation and interpretation unit is utilized. If the ESL Coordinator is not available to conduct parent interviews for the HLIS, the ESL team (comprised of 4 fully ESL licensed pedagogues) have been trained to fill in. All the HLIS are carefully analyzed by the ESL coordinator and the ESL team for accuracy. They also check for any notes made indicating any discrepancies in the parent information or the ESL Coordinator’s assessment of the Home Language. After administering the HLIS, the parents of students who have been identified as potential ELLs (NYSITELL eligible) are shown the Parent Orientation Video in their preferred language. These parents then fill out the Parent Survey and Selection form with or without translator (depending on the parents’ preference) After a student has been identified as eligible for NYSITELL testing, the ESL team tests the students with the appropriate level, depending on the date, of the NYSITELL within the 10 days allowed for identification of ELLs. When a student whose home language is Spanish is identified as an ELL, that student is administered the Spanish LAB. Students who are entitled to ESL services receive entitlement letters to take home and a copy is placed in their cumulative record card. Copies of the HLIS and Parent Survey and Selection Forms are made, with the originals placed back into the students’ Cumulative Record Cards. Continued Entitlement letters are also sent to students who took the NYSESLAT the previous year and are still entitled to services the current school year. The combination of these two groups comprises the current year’s caseload. Students that pass the NYSESLAT or score 3 or 4 on the NYSCC ELA and score at the expanding/commanding level of the NYSESLAT are given non-entitlement/transition letters that indicate they passed but will still receive .5 units of ESL services for the next two years. The NYSESLAT is administered every spring to the students indicated on the RLER, for both the NYSITELL and NYSESLAT eligible as indicated on ATS. Any new admits who are found to be eligible for the NYSITELL are tested. If a student is then found to be an ELL, that student is then administered the NYSELAT. The students who are eligible for NYSESLAT testing are then tested by the ESL teachers within the allowed time frame given by NYS and given any accommodations allowed according to IEPs. All students who are eligible are scheduled for the NYSESLAT. Schedules are sent home for individual students so that parents are aware of testing dates and times to minimize any absences so that parts of the test are administered to every student eligible. Students that are new to the country in grades 3-5 are evaluated to determine if they are considered a SIFE student. Any student that is considered to be SIFE is given the LENS by a qualified translator. The results from this assessment determine whether a student is classified as SIFE. If a student is found be a SIFE student, that student is given extra supports to help that child succeed.

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).

Students that are new to the country in grades 3-5 are evaluated to determine if they are considered a SIFE student by the registration interview process at first. If a student has major gaps in education, that student is considered a potential SIFE student. These students are evaluated within 30 days of their admission date. Any student that is considered to be a potential SIFE is given the Oral Interview Questionnaire and/or the LENS by a qualified translator. The LENS is a Literary Evaluation for Newcomers which provides valuable information that informs instruction for these students. The results from this assessment determine whether a student is classified as SIFE. If a student is found be a SIFE student, that student is given extra supports to help that child succeed. In order to meet the needs of a SIFE student, the Bridges Curriculum will be obtained to use with this population.

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).

Newly enrolled students with IEPs are identified and the LPT determines the student's NYSITELL eligibility. For students whose home language is not English, the school administers a more in-depth interview with the student, reviews his/her school work (if available), and reviews the Individualized Education Program in order to determine NYSITELL eligibility. The LPT is comprised of the ESL Coordinator, the SETTS/IEP teacher, the School Psychologist, the Assistant Principal/Special Education Liaison along with the child's parent or guardian and an interpreter if needed. The LPT determines whether or not the child should take the NYSITELL and then the principal accepts or rejects that determination, this process should be within the first 10 days of enrollment. The next step is for the superintendent to make a final decision within 10 days of the principal's determination for a total of 20 days. Upon the superintendent's final decision, the student will then receive ELL placement if that was the final decision.

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.

4. As PS 131 administers the NYSITELL, results are scanned and records are kept of all students' scores and placement. The parents are notified in a timely manner by the entire ESL team. As soon as scores are available (right after scanning), the ESL team prepares the appropriate letters to the parents in the parents' preferred native-language preferences. Students that pass the NYSITELL are given non-entitlement letters. Students that are need of services are given entitlement and placement letters, all before or within 5 days of testing a student. Parent Survey and Selection forms are inputted into ATS and any parent who indicated that they would prefer their child in a placement that our school does not have (based on same native-language numbers), parents are notified about the next steps. PS 131 makes every attempt to place students in parents' first choice as per the Parent Survey and Selection Form.

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 parents of all newly enrolled students, whether they are native English speakers or speak another language will be given a letter, in English or the parents' preferred language will be translated, at the beginning of school informing them of their right to appeal their child's ELL status or non-ELL status within 45 days. The ENL Coordinator and team will be responsible for the distribution of these letters to all new admits. The ENL Coordinator will utilize and maintain all records for this process. All correspondence will be provided in English and the parents' preferred language. The exact date will be provided and the procedures and stages of appeal will be spelled out in the letter. If a parent makes this appeal, the school will follow the directives outlined in the ELL Policy and Reference Guide.

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.

At registration, when all paperwork has been filled out and the Home Language Identification Survey has been administered, the ESL Coordinator brings parent/s to an office where the parent/s can view the Parent Orientation Video in their preferred language if available. The parent/s are given a chance to ask questions about the programs and any translation services needed are provided to help the parent make an informed choice. The parent is then told to fill out the Parent Survey and Selection Form in their preferred language, filling out both the checklist and the student and parent information. The parents are told to select their choices in order of preference for their child. This happens for all students who are NYSITELL eligible. These parents are told their child may or may not need services, but they are selecting a program in case the child does need ELL services depending on the outcome of the NYSITELL. Students are then tested within 10 days of admission. Parents are sent letters of placement or non-entitlement. Parents that requested a Dual Language Program or Bilingual Program are counted to see if enough parents have chosen a particular program by grade, if not the ESL Coordinator tries to reach out to neighboring schools to see if a program is available nearby. If the ESL Coordinator finds a school with the parents' desired program, arrangements (by letters sent home) are made to have that child transferred if the parents agree. If no school is found, the parent is told by letter in the parents preferred language of written communication that their child will be placed in an ENL program. For incoming kindergarten students the process is different. The parents are given a test date after June 1st and before the new school year begins. As soon as the child has completed testing, a score is determined and the parents are given the Parent Orientation Video to view and the Parent Survey and Selection form to fill out if the child has scored below the proficient cutoff score. If a TBE/DL program becomes available, all parents who have previously selected a TBE/DL program in the target language will be contacted by the ENL Coordinator to give that family an opportunity to enroll their child in that program if they are still interested. If a parent does not return a parent survey, they will be contacted with a letter in English and the parents' preferred language informing them that the default placement is bilingual (if a bilingual program is available or if there are sufficient numbers in two contiguous grades of parents requesting that program in the same language).

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.

Since we do on the spot Parent Orientation, we rarely have to reach out to parents. In the event that our school does not get to meet with a parent on Registration day or NYSITELL testing day, we call (using interpreters when necessary) that parent to make an

appointment that is convenient to them. If the parent cannot come in, we send the form home with the child and tell them the parent the website where they can view the video. We ask them to return the form to us within 5 days or less. If that isn't feasible for the parent, we do a telephone interview to get the parent's choice. We then send the form home and tell the parents to sign the form and return with their child the next day. We are even willing to visit parents at home to get the form completed. The person/s responsible for this is/are the ENL Coordinator and ENL teachers (Deborah Biscardi, Stephanie Ferrotti, Patricia Mingozi, Jaclyn Adamson and Alicia Marcinkowski).

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ENL Coordinator ensures that all Parent Survey and Program Selection forms are counted and the ENL Coordinator keeps track of these forms by adding a column to the NYSITELL handscore sheet. This column is entitled "ELPC" and a check mark and parent first choice is placed in the box for each child when the ELPC is entered in ATS. Any forms not inputted into ATS are then looked for (if lost) or another is filled out using the procedures in number 7.
9. Describe how your school ensures that placement parent notification letters are distributed.
Right after testing with the NYSITELL, the ENL Coordinator and ENL teachers fill out the parent notification letters about placement in programs, in English and in the parents' preferred language, and copies are made. Students are given the originals to take home and the HLIS, the Parent Survey and Selection Form, and the proper placement form in the parents' preferred language is placed in the child's Cumulative Record Folder altogether by the ENL Coordinator.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
PS 131 retains all documentation in 3 places: All original forms of incoming students (HLIS and PSPS forms) are maintained in the student cumulative record folder, the ENL coordinator holds two copies of all PSPS and one HLIS for all ELLs (new for the current year and from prior years) and the last place records are retained is a file cabinet in the main office where student copies of the HLIS are kept by grade. Classroom teachers have access to the Cumulative records, and the office staff and ENL teachers have access to the HLIS in the main office. The ENL coordinator has access to the copies in her office and the ENL teachers are aware of the location of these documents/forms.
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.
The steps that PS 131 takes to administer all parts of the NYSESLAT are to use ATS to print/download the RLER report for both the NYSITELL and NYSESLAT to make sure all test takers are accounted for and the RLAT. The ENL Coordinator along with all of the ESL teachers in the building create a schedule to ensure that all testing is administered as directed by NYS and NYC. The next steps are to send parent notification letters and NYS NYSESLAT pamphlets to all parents of ELLs in English and the parents' preferred language describing the process and dates for testing their child. They are made aware that it is a 4 part test and their child needs to take all parts in order to have a score for the following year. When parents are aware of testing dates and procedures ahead of time, they are more likely to make sure their child attends school those dates. If a child becomes ill, we also let parent know that we leave time in our testing window for make-ups.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
12. PS 131 ensures that all continued entitlement letters and transitional support letters are distributed by making the ESL teachers responsible for certain grades and checking off ATS lists (like the RLAT). ESL teachers are responsible for filling out, copying and distributing to parents the original letters. Copies are kept in student CUMs.
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).
13. After reviewing the Parent Survey and Selection forms, that are given out in the parent's preferred language, for the past few years, the trend for parent choice has been for the Stand-Alone English as a New/Second Language Program. The program models mostly align with parent choice. For the current school year, 2015-2016, out of 43 new admits that were found to be ELLs, only 7 parents selected either Bilingual or Dual Language as their first choice for a program for their child. Out of these 7 students, 4 parents had children in kindergarten where 1 Chinese parent picked a DL program and 4 Bengali parents selected DL and Bilingual equally (2 of these students are in a self-contained, special education K-2 bridge class). A third grade Bengali parent selected DL, a fifth grade Bengali parent selected DL and a 4th grade Bengali parent selected a Bilingual program. For the 2014-2015 school year: out of 48 total students entitled for ELL services in Kindergarten—32 Bengali parents selected ESL, 2 selected Dual Language and 4 selected Bilingual; 1 Spanish parent selected ESL and 1 selected Bilingual; 1 Chinese parent selected Bilingual; 5 Punjabi parents selected ESL; one Pashto and one Pilipino parent each selected ESL. Out of 10 incoming 1st grader students: 5 Bengali parents chose ESL, 1 chose Dual Language and 2 chose Bilingual; one Urdu and one Arabic (for twins) parent chose ESL. For 5 incoming ELL second graders: 3 Bengali and 1 Spanish parent chose ESL, while one Chinese parent chose Dual Language. For third and fourth grade: out of 4 parents, all chose ESL: 2 Bengali, 1 Dari, and 1 Spanish. For 5th grade, out of 7 newcomers, 4 parents chose ESL (2BG, 1UD, and 1MN), 2 parents chose Dual Language (1SP and 1UD) and 1 Bengali parent chose Bilingual. For the 2013-2014 School year: out of 55 new admits 7 parents selected Bilingual as their first choice and 7 parents selected Dual Language as their first choice. The following is a breakdown of the languages and grades involved: 3 Bengali parents wanted Bilingual, 2 in

kindergarten and 1 in first grade; 4 Bengali parents wanted Dual Language- 3 in kindergarten and 1 in first grade; 3 Spanish parents wanted a bilingual program (but rejected a transfer) 2 in kindergarten and 1 in first; 2 kindergarten Urdu parents wanted a Dual Language program and 2 Punjabi kindergarten parents wanted a bilingual program. For the 2012-2013 school year, out of 78 new admits only two parents requested Bilingual and one requested Dual Language. Looking at percentages for the past three years: overall for 2014-2015 out of 75 new admits 80% of parents chose ESL, 12% chose Bilingual and 8% chose Dual Language; overall for 2013-2014 out of 69 new admits 80% of parents chose ESL, 10% chose Bilingual and 10% chose Dual Language; and for 2012-2013 out of 78 new admits 97% chose ESL, and 1.5% chose Bilingual and Dual Language each. PS 131 is willing to open both a Bengali Dual Language Program or a Bengali Bilingual program, but the number of parents that request it never warrant the program. When parents find out that we do not offer either of the programs, they do not want to leave our school to attend a school nearby when we offer to look into other program offerings at other schools. All correspondence about program choices is always given in English or the parents' preferred language. If the trends stated in this section ever change, PS 131 would be delighted to offer DL or Bilingual programs to families in order to build alignment between program offerings and parent choice as per Aspira Consent Decree.

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.
PS 131 delivers (and has been delivering) ENL instruction through a push-in and pull-out model of program delivery. There are 2 to 3 classes on each grade that are heterogeneously grouped with ELLs. The ESL teacher works with the classroom teacher to integrate content area instruction for these classes. Transitioning, commanding, and expanding level students are fully serviced by this method. Students that are at the entering and emerging level of English proficiency are served by 1 unit (180 minutes) of Integrated program delivery and 1 unit of standalone ENL with fully certified ESL teachers.
 - b. TBE program. *If applicable.*
not applicable
 - c. DL program. *If applicable.*
not applicable
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)?
Transitioning, commanding, and expanding level students are fully serviced by the integrated co-teaching model for 1 unit or .5 units of time in ELA. Students that are at the entering and emerging level of English proficiency are served by 1 unit of Integrated co-teaching program delivery in ELA and 1 unit of standalone ENL with fully certified ESL teachers. NLA is supported with language teaching assistants, peer partners, tests other than ELA are given in native language when available (i.e. Math MoSL, GoMath assessments, Math Benchmarks) bilingual books and dictionaries, and with time on Imagine Learning English.
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 to students in English for both the integrated co-teaching for ELA and standalone ENL. Classroom teachers of ELLs are given training by the ESL teachers on how to use supports for their ELLs. ESL teachers use EngageNY's Common Core New Language Progressions and Disciplinary Reading Comprehension Strategies like articulating specific language and content objectives, anchoring instruction using short videos, visuals, and graphic organizers, integrating explicit academic vocabulary instruction, providing daily opportunities for students to talk about content in pairs or small groups, and providing writing opportunities to extend students' understanding of content. These methods are research based to provide language development and make content comprehensible. All ELL program models in the all content areas allow for native language support using glossaries, bilingual books in the different native languages at our school, and interpretation by language paras.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Since we do not have direct NLA programs for Chinese or Spanish ELLs, we do not administer the ELE or Chinese Reading exams. We do, however, provide home language tests using benchmark tests in Math and Science from Schoolnet. If a language is not available, we provide native language interpretation of tests. Native language is evaluated through use of native language tests in mathematics in the form of Fall and Spring Benchmark tests, Math Baseline and Math MoSL. Our Go Math program has tests and texts available in Spanish for students to use in school or at home. ELLs are given the benefit of extra time and oral translation of NYS Science and Mathematics exams. Frequency of assessments occur as needed when the assessment is formative and summative assessments happen at the end of units, typically monthly.

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

PS 131 ensures that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by planning the curriculum around the four modalities and assessing using checklists, questions, and observations. Lessons are planned using EngageNY's New Language Arts progressions.
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
 - a. Differentiation for SIFE students is delivered by providing scaffolds that first help students' master foundational skills in ELA and Math with plenty of practice and repetition in small groups. SIFE students also taught using theme-based lessons that provide many scaffolds to help with understanding.
 - b. Differentiation for newcomers is delivered by instruction that is theme-based with native language supports and scaffolds that help with comprehensible input. Strengths in students' native language are assessed and used to help drive instruction.
 - c. Differentiation for developing students is the use of scaffolds that are provided and used until students master the language and content without those scaffolds for all content areas.
 - d. Differentiation for Long Term ELLs is providing individualized support in the content areas within small groups based on feedback from assessments.
 - e. Differentiation for Former ELLs is provided for 90 minutes (.5 units) during integrated co-teaching ELA instruction for two years. These students continue to receive extended time for exams and small group instruction to reinforce and extend content area skills.
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.

For the re-identification of ELL status beginning during the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification appeal for parents who request it in writing to the principal within 45 days of initial enrollment. This will allow any students misidentified as an ELL or non-ELL to request that the ELL Identification appeal be administered a second time. The protocol for the Re-identification Appeal will be used for students who: Have a home language other than English, and are ELLs and non-ELLs. Phase 1 begins with the ESL Coordinator (or trained designee reviewing the all documents from registration (within 10 calendar days of receipt of written notice/request) and review of the students' work in English and the home language. The NYSITELL can be administered to any student not identified as a potential ELL. The ESL Coordinator (or trained designee) consults with all parties involved (parent/guardian, CSE team, and teachers) to look at the assessments used to determine what status a student should have. Based on the recommendations of those involved, the Principal will make a final determination. If the recommendation is not to change a student's status, nothing will be done. But, if the recommendation is to change the student's status the superintendent will then receive all relevant documents to change the student's status in which the school has 10 days to receive notification of the superintendent's final decision and the student's modifications start immediately. Phase 2 of the re-identification appeal begins 6 to 12 months after the modifications have been put in place. The student will then be reevaluated to ascertain whether or not the change has had any adverse effect on the student. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification will be given in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.
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?

The instructional strategies and grade level materials that teachers use for ELL SWD students is by analyzing data from multiple sources (class exams/observations, tests on Schoolnet, individual reading levels, math quizzes and unit exams to name a

few)for structuring learning centers based on flexible grouping. The learning centers include both: fiction and nonfiction reading and writing activities , spelling, grammar and technology. These activities are designed with the students levels in mind. The goal of all of these centers is make the curriculum accessible to all learners and increase students' English acquisition. These centers are used when then the ENL teacher provides Integrated Content area instruction. The classroom teacher, the ENL teacher, language paras and other paras break into small groups to facilitate instruction. Students at the technology station go on Imagine Learning English, a computer based program that has years of research to prove its role in providing English language acquisition for ELLs and struggling readers. Other groups use texts from multiple sources and at the appropriate grade levels/individual reading levels to guide a student through the process of reaching reading goals. Students are given strategies appropriate to their IEP and the ENL teacher scaffolds for the ELLs where necessary. These instructional strategies include: "frontloading" difficult academic language, explicit instruction and modeling using thik alouds. The school ensures that all SWD ELLs receive all of their IEP mandates by sharing scheduling and fixing any conflicts. SWD ELLs receive ENL services according to their IEP. If the IEP indicates ESL only, the ENL teacher will provide the mandated minutes according to the student's level. If a SWD ELL student's IEP requires Bilingual services, the child is placed in the appropriate setting depending upon the number of students also receiving that mandate. If there are insufficient numbers to open a 12:1 Bilingual class, then an alternate placement para provides the native language instruction for the student.

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?

ENL services for ELL-SWDs include an Integrated co-teaching model and a Stand Alone ENL program. Students are mainstreamed for science and physical education. In the 3,4,5 Special Education 12:1 class, instruction is delivered by the classroom teacher, ENL teacher, and Educational Assistants in small differentiated groups formulated by grade level and English proficiency level. All teachers servicing these students are well- informed on each child's IEP goals and learning needs. ICT is flexibly scheduled by grouping students with general time and/or 12:1 time as per their IEP. The ICT and general education work cooperatively in planning the curriculum and the delivery of instruction. The criteria for SWD ELLs placed in the ICT classes is made by the students ability to work in a larger class and by providing instruction in the least restrictive environment for the student.

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.)	
FLEXIBILITY		.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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

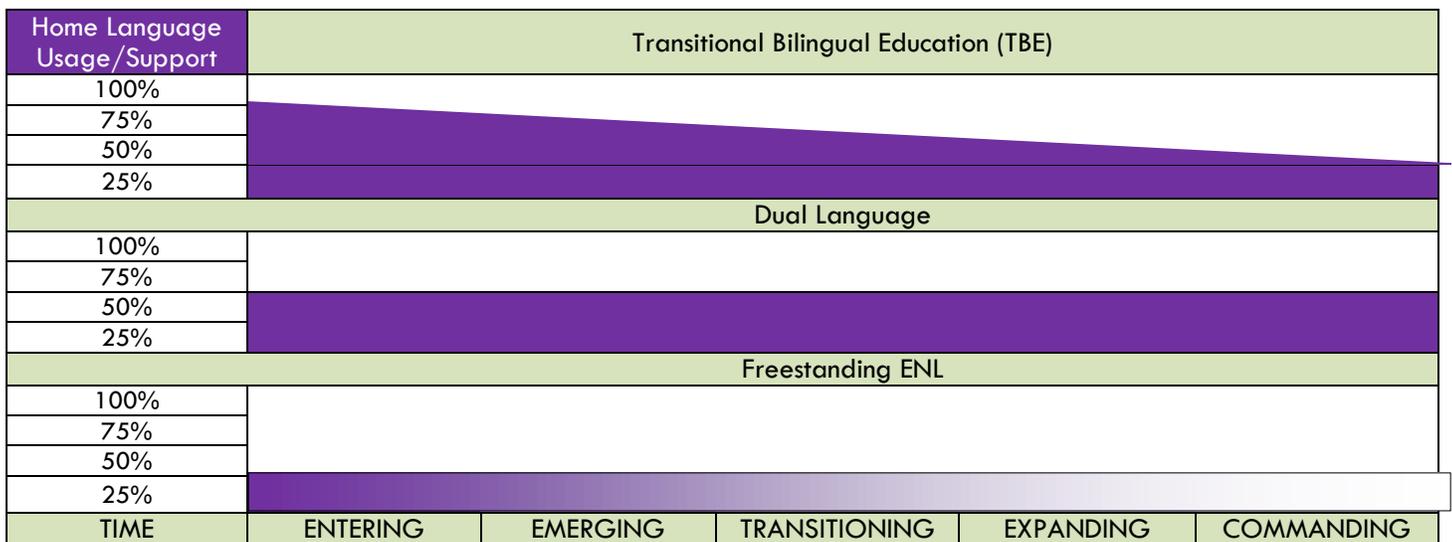


*Note: “other approved services” does not apply to New York City at this time.

CI Chart

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. Targeted intervention plans for ELLs in ELA and Math consist of quality curriculum planning that allows for differentiation of instruction and re-teaching of simple and complex skills. Students are also placed on the Imagine Learning computer program that has been highly recommended by the NYC Office of ELLs for reading, writing and academic vocabulary during classroom time. The Imagine Learning program is equipped with native language support in 15 languages: Spanish, Portuguese, French, Haitian Creole, Korean, Vietnamese, Mandarin, Japanese, Arabic, Russian, Marshallese, Tagalog, Cantonese, Hmong, and Somali. The program offers timely data indicating where students are on the program. Teachers can utilize the data to increase fluency, vocabulary, comprehension and the data empowers teachers with immediate actionable data. The program will set up groups for the teachers with the skills they need reinstruction on. The Wonders reading program is the new program being utilized for grades K - 3 at PS 131. The program offers leveled readers with a particular focus on ELLs. Teachers test frequently on comprehension, spelling and vocabulary. Data is used reteach when necessary in small guided reading groups.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

A staff meeting at the beginning of the year informed all school staff of the CEP goals. A goal targeting ELLs was created to ensure that this school year, all teachers were responsible to make sure the ELLs needs were met in the content area of ELA. ESL teachers provide professional development to all teachers about effective ESL practices and strategies to use with ELLs. Are current ELA program for K-3 is McGraw Hill's Wonders program. This program provides a common core aligned scaffold for ELLs. The effectiveness for all students, including ELLs, is measured by weekly assessments in comprehension, spelling and vocabulary in grades 1- 3. There are end of unit assessments for K-3 in the Wonders program. All of these assessments are used to inform instruction. The ESL teachers deliver Integrated ENL service during the literacy block. They make sure that the language needs are being addressed by the program by providing implicit instruction and guided reading with the ELLs. Data is reviewed weekly to see if students' needs are being met. The GoMath program is the current common core aligned program for all students, including ELLs. The program uses many strategies to solve math problems, including manipulatives and drawings, that are especially useful to ELLs. The program has daily questions to assess mastery, weekly quizzes, and end of unit assessments to review student understanding of key concepts. This data is reviewed weekly to ensure all students are on target for the standards, if a student is found not to be on target, reteaching of strategies are given in small groups. The science curriculum is taught using FOSS. This method has been proven to be effective as most of our students score level 3 and 4 according to the data provided in an ATS report. FOSS is a hands-on based experiment program that helps students understand the concepts in the science curriculum.
12. What new programs or improvements will be considered for the upcoming school year?

PS 131 is trying a new reading and writing program called "Wonders". This program has differentiated instruction for students. There is a high, medium, low, and ELL guided reading set for all K-3 classes. ESL teachers will be delivering services to ELLs with an integrated co-teaching model with this new program. There will be a whole school initiative to expand students' knowledge of college and career readiness. This will be an exciting way to motivate all students, especially ELLs, to strive for going to college and thinking about possible future careers. A change is needed due to the NYS Common Core ELA outcomes of our ELLs. Only 6 percent of our ELLs achieved a level 3 or 4 on the ELA. There is much room for improvement in this area and we are trying to help our ELLs achieve.
13. What programs/services for ELLs will be discontinued and why?

There are no plans to discontinue programs/services for ELLs. 4th and 5th grade will continue to use the Teacher's College Reading and Writing Workshop. Go Math will continue to be the program we use for Math. Foss Science is the program that will continue to be used. Our ELLs performed well on both the NYS Math and Science exams. Sixty-Eight percent of our ELLs scored 3 or 4 on Science, while 27% scored 3 or 4 on Math.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all programs in are building. Flyers are sent out in the parents' preferred language for all extracurricular and curricular activities. ELLs are included in afterschool programs for test prep for ELA and Math, Title III afterschool programs, school performances, CASA (a special grant from a local politician), and all afterschool parent activities like Math game night and Literacy/pajama night. During these activities, the school hires interpreters to help parents understand what is being done. ELLs are included in all activities by making sure parents are aware of these opportunities with frequent communication in their preferred home languages.
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.

Instructional materials that support ELLs include bilingual math texts available for home/school use for the GoMath program, Imagine Learning English is used within classrooms as well as for Afterschool, Smartboards are in every classroom, and bilingual libraries are available online because the ESL teachers' use Teacher's Choice to purchase Reading A to Z.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language support is delivered in the ENL program through use of glossaries, bilingual libraries (Bengali, Spanish, Urdu, Tagalog, and Arabic), the Imagine Learning program, and language educational assistants. ESL teachers also have access to Learning A to Z which has bilingual books.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
PS 131 ensures that all required services/resources support and correspond to ELL's ages and grade levels by making sure that students are properly placed when enrolled by adhering to the Chancellor's Regulations and protocols for registration. If a student's age does not match their grade, we use all resources at our disposal to assess whether a placement at a higher/lower grade level is appropriate. Services for SWD ELLs are adapted by following the recommendations on the IEP to support student learning. A child in SWD is afforded the least restrictive environment depending on their cognitive abilities.
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 are assisted by the ESL Coordinator during registration. Parents are given a tour of the school and given a parent handbook in the preferred native language of the parent. They are shown the Parent Orientation Video and all questions about programs, lunch, and school times are answered. Incoming Kindergarten students and their families are given a kindergarten orientation with translators and a tour of the building by the kindergarten teachers and the parent coordinator.
19. What language electives are offered to ELLs?
There are no language electives available in our elementary school.
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)?

not applicable

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.)
The professional development plan for all teachers of ELLs is every other month ELL PD during the Monday afternoon PD time from 2:20 to 3:40. Teachers are given PD by the ESL Department to 3 to 4 groups of teachers on a variety of topics which may include: Listening and Speaking – Oral Language and Vocabulary Development for ELLs; Math and Science: Skills and Strategies to Adapt Instruction for English Learners; How to use questioning techniques for all ELL levels; the New ELL levels and What They Mean; BICs and CALP: what they are and how it impacts learning; Differentiating Instruction Strategies for English Language Learners; ELL Strategies That Work for the Whole Class; Making Content Comprehensible for ELL Students; Reinvent Your Reading & Writing Instruction for ELL Students; ELL Instruction for Teaching Higher Level Thinking Skills. These professional development topics are selected by the school's Professional Development Committee depending on teacher, paraprofessional, school psychologist, speech therapist, ESL teacher, special education teacher, assistant principal, guidance counselor, parent coordinator and school secretaries needs. These plans are still in the process of being ironed out. Dates will be determined and entered.
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?
ENL Teachers will be attending monthly PDs offered by the ELL Team at the Queens South BFSC as well as PDs offered by the DELLSS. ESL teachers will be meeting weekly to read research materials by Andrea Honigsfeld in order to meet the rigorous common core state standards for ELLs. The first book club will be around the book "Common Core for the not so Common Learner" by Andrea Honigsfeld. The ESL teachers will be discussing best practices and trying them out to see if they assist in ELL comprehension.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The 5th grade staff has consultation with the guidance counselor from the middle school. All students are brought up to the guidance counselor and each student's strengths and weaknesses are noted. When discussing ELLs, their NYSESLAT/NYSITELL scores are given along with any other pertinent information. The guidance counselor goes to trainings that help him impart information to parents and students about the Middle schools that students may attend. He answers questions and counsels the SWD ELLs as well.
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.
PS 131 meets the professional development requirements as per CR Part 154.2 by giving all teachers PD that meets the needs of ELL students using any of the topics mentioned on question 1 through every other month, for a total of 5 to 6 sessions of all PD time. Agendas and attendance folders are maintained by the ESL department. The ENL teachers also are given 18 sessions of PD by guest speakers and webinars about ELL topics twice a month to meet the CR Part 154.2 requirements. Agendas and attendance are maintained also by the ESL Department.

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?

PS 131 provides individual meetings with parents during the Tuesday afternoon parent meeting time. Parents of ELLs are given any related scores for Periodic Assessments, teacher assessments and language development needs. Goals are made for students and translators are made available at the parent's request or when the meeting is scheduled.

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.

Paste response here:

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

2. Each ESL teacher keeps records of all parent communications in the form of a log. The ESL ascertains the parental preferred language before all meetings, sends translated letters to invite parents, and uses school translators as well as paid services from a preferred DOE provider.

3. ELL Parent involvement in PS 131 includes workshops provided by the parent coordinator, ESL teachers and other staff. These activities range from project based activities, such as family tree projects, to workshops that help explain the common core learning standards and topics on how to help your child.

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

The ESL teachers provide weekly parent engagement activities with the parents of ELLs. Some of these activities include helping parents with oral language skills, providing information on school activities and programs that affect their children. The ESL teachers do this with interpreters that are either hired by a DOE preferred provider or per session for paraprofessionals. The ESL teachers also provide meetings before, during and after school to plan a prepare fun activities, crafts and knowledge sharing. We currently do not work with outside agencies or community based organizations but we will begin to seek out these resources during the school year.

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

Parents' needs are first determined by examining the responses to the Parent Learning Environment Survey. Parents' needs are also determined by teacher made survey results and exit surveys at meetings. At each meeting or activity provided by the ESL teachers and/or parent coordinator , we hand out a survey that asks guiding questions about how that particular meeting met the needs of the parents who attended it (in the languages of all attending). We save and analyze the results to see if the workshop was worthwhile and to offer it again at a later date. There are also open ended questions with selections about future workshop offerings. We ask that parents also indicate what they would like more information on. We use the result to create future workshops geared to parent needs.

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

PS 131's activities address the needs of parents by giving parents workshops/activities based on their responses to needs surveys. As explained in the prior question, We save and analyze the results to see if the workshop was worthwhile and to offer it again at a later date. There are also open ended questions with selections about future workshop offerings. We ask that parents also indicate what they would like more information on. We use the result to create future workshops geared to parent needs.

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:

Part VI: LAP Assurances

School Name: Abigail Adams Elementary School

School DBN: 29Q131

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)
Veronica DePaolo	Principal		10/30/15
Courtney Quiles	Assistant Principal		10/30/15
Pauline Isaacs	Parent Coordinator		10/30/15
Deborah Biscardi	ENL/Bilingual Teacher		10/30/15
Anna Nunnelly	Parent		10/30/15
Michele Carrotta	Teacher/Subject Area		10/30/15
Amy Guttell	Teacher/Subject Area		10/30/15
Barbara Pollack	Coach		10/30/15
	Coach		1/1/01
Frank Zarb	School Counselor		10/30/15
Lenon Murray	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **29Q131** School Name: **Abigail Adams**
Superintendent: **L. Murray**

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.learnndoe.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.

Information that the parents provide about their preferred written and oral communication language from each Home Language Survey is entered into ATS by the pupil personnel secretary and the data is summarized by the ELL Team, data specialists, and administrative team to determine the language preferences for communicating with all parents. All documents sent home are available in the various languages spoken by our parents. All teachers receive a copy of the report which indicates the parent language preference. School report cards are sent home in the home language (that the DOE provides) indicated on the home language survey. When the staff contacts a parent via phone, the Emergency Blue Cards indicate the language spoken and written at home. The staff uses the translation unit to communicate with individuals that do speak another language at home. Language lists from the RAPG on ATS are updated and provided to each classroom teacher when changes to their class occur.

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.

Preferred oral communication for all parents according to the ATS RAPL is as follows: 1 Albanian, 4 Arabic, 1 Belorussian, 333 Bengali, 10 Chinese, 1 German, 4 Hindi, 1 Indonesian, 2 Mandarin, 899 English, 21 Punjabi, 3 Russian, 69 Spanish, 1 Tamil, 36 Urdu, and 1 Ukrainian.
Preferred written communication for all parents according to the ATS RAPL is as follows: 1 Albanian, 4 Arabic 283 Bengali, 12 Chinese, 1 German, 2 Hindi, 1 Indonesian, 966 English, 14 Punjabi, 3 Russian, 71 Spanish, 28 Urdu, and 1 Ukrainian.

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.)

1. The documents that PS 131 typically disseminates to parents every year and puts in for translation to the Translation and Interpretation Unit based on Preferred Parent Languages are:

- All ESL related documents – like the HLIS, Parent Survey and Selection Form, Placement letters, Entitlement letters, Continued Entitlement letters, Non-Entitlement letters, test schedules for the NYSESLAT and ESL parent newsletters.
- Registration related documents – blue emergency cards, lunch forms, and parent information handbooks.
- Parent Coordinator related documents – like flyers about parent workshops, monthly calendars, senior activities, and announcements about special activities like bake sales.
- School leadership documents – like report cards, principal’s monthly newsletters, IEP documents, testing information and other school related activities like afterschool programs and parent-teacher conference announcements.

The school has certain people on each grade responsible for submitting monthly newsletters to the DOE translation unit at least three weeks before it is due to be given out to parents.

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.

The formal face-to-face meetings that PS 131 has with parents throughout the school year are registration that is ongoing, parent-teacher conferences 4 times a year, parent meetings with teachers during parent engagement afternoons every Tuesday afterschool, various workshops given by staff, and IEP meetings that are scheduled in advance by the CSE. Informal parent interactions that may be anticipated are calls to parents about sick/injured children, calls to parents by the guidance counselor for behavior issues, and attendance calls for daily absentees. A list/roster of the languages spoken by school staff is available in the main office for quick interpretation services for parents if 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.

PS 131 will meet the identified translation needs indicated in Part B by making a point person on each grade and for each department (school leadership, ESL or CSE) for all documents necessary for translation by submitting the documents to the Translation & Interpretation Unit at least a month ahead of time. If a letter needs to be sent in Bengali or Spanish that is not anticipated, PS 131 has at least 4 educational assistants that can write proficiently in Bengali and 2 that can write in Spanish. For unanticipated oral communications in which the school does not have an available competent interpreter, PS 131 will utilize the services of Translation & Interpretation Unit by phone. The school utilizes the funding available to provide all interpretation and translation services when it can anticipate the need. The person who orders consults with the LAC, who is responsible for this report and meeting the interpretation and translation needs of all parents, to determine the amount of interpreters and the languages that will be necessary for school events and activities.

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.

PS 131 will meet the identified interpretation needs indicated in Part B by in school staff for Bengali, Urdu and Spanish. Other languages will necessitate the use of the Translation and Interpretation Units call in service. Interpretations for NYS exams will be provided by outside approved vendors. All staff are made aware of the Translation and Interpretation services available and how to access those services by providing professional development by the LAC and/or Parent Coordinator. Teachers are given the "I Speak..." cards before parent teacher conferences. These cards are also available at the security desk and main office.

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.)

The LAC is responsible for ensuring that all staff members are aware of how to use translation services and over-the-phone interpretation service. Meetings are held with security and office staff who first encounter parents to let them know about these services and they are given laminated copies of the necessary documents like the T & I Brochure, Language ID Guide, and Language Palm Card. Teachers and other staff are sent e-mails and reminders about the services available by the Translation and Interpretation Unit.

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

Language services, oral and written, are provided at parent meetings and workshops. We will continue to conduct school language surveys which will be distributed for completion to each family in our. We will also provide translators to assist our parents with the completion of the surveys. We will also continue to provide our parents translated notices in the various languages spoken within our school community. Interpretation notice signs are posted in the entrance of the school, the main office, and each classroom. Oral translation is provided at PTA meetings for whole documents such as Safety Procedures and the Parent Bill of Rights and Responsibility. This year we will conduct exit surveys from meetings to make sure that we are providing adequate translation and interpretation services as per Section VII of Chancellor's Regulation A-633.

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)

We will use exit surveys and/or online surveys sent by e-mail to gather feedback from parents on the quality and availability of services. We will do this after parent-teacher conferences, parent workshops, and other school events. The school is considering a panel of parents to serve as a focus group to provide feedback on best practices for all the cultures represented in our building.