

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

08X130

School Name:

P.S. 130 ABRAM STEVENS HEWITT

Principal:

LOURDES VELAZQUEZ

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 130 School Number (DBN): 08X130
Grades Served: Pre K- 5
School Address: 750 Prospect Avenue
Phone Number: 718- 665-0962 Fax: 718- 292-0417
School Contact Person: Elaine Klimowich Email Address: eklimow@schools.nyc.gov
Principal: Lourdes Velazquez-Peay
UFT Chapter Leader: Tonia Cuebas-Grant
Parents' Association President: Maritza Morales
SLT Chairperson: Elaine Klimowich
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Maritza Morales
Student Representative(s):

District Information

District: 08 Superintendent: Karen Ames
Superintendent's Office Address: 1230 Zerega Avenue Bronx, NY 10462
Superintendent's Email Address: kames@schools.nyc.gov
Phone Number: 718-828-6653 Fax: _____

Borough Field Support Center (BFSC)

BFSC: 08 Director: _____
Director's Office Address: 1230 Zerega Avenue
Director's Email Address: JRUIZ2@schools.nyc.gov
Phone Number: 718-828-6653 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lourdes Velazquez-Peay	*Principal or Designee	
Tonia Cuebas-Grant	*UFT Chapter Leader or Designee	
Maritza Morales	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Maritza Morales	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>	
Karla Castro	CBO Representative, if applicable	
Denise Scott	Member/ Teacher	
Rikiesha Pierce	Member/ Teacher	
Arlene Rodriguez	Member/ Teacher	
Juliet Mc Bride	Member/ Paraprofessional	
Maritza Morales	Member/ PA President	
Joseph Morales	Member/ PA Vice President	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Desiree Vasquez	Member/ PA Treasurer	
Sharif Franklin	Member/ PA Co-Treasurer	
Theresa Gilmore	Member/ PA Secretary	
Dorothy Watt	Member/ PA Co-Secretary	
Doreen Amaro	Member/ Parent	
Elaine Klimowich	Member/ SLT Chairperson	

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.

The vision of P.S. 130 is to motivate and enable all students to accomplish their highest educational goals while building self-efficacy.

The mission of P.S. 130, in cooperation with family and community, is to "Make a Difference" by preparing students to be responsible, functional and independent members of society. A safe and positive learning environment is provided to encourage excellence in all areas.

At P.S. 130 our goals are:

- To focus on delivering targeted, high quality instruction that is rigorous and cognitively engages **all** learners across all content areas.

- To maximize the resources and supports provided to teachers as well as the opportunities for teachers to collaborate on teams to impact their practice and student achievement.

- To foster a positive school-wide culture that celebrate learning and ensures that the social-emotional needs of every student are met to enable them to meet high academic expectations.

At P.S. 130, guided by the BIG 4 (Rigor, Conferencing, Differentiation and Goal Setting) we believe **all** students learn best when:

1. Tasks and expectations are rigorous and demand higher order thinking (DOK, Bloom's Taxonomy)
2. The needs of every student are met through differentiation (content, process, and/or product).
3. Student performance is monitored regularly through conferencing and ongoing assessments
4. Learning has purpose that is clearly articulated in student and teacher goals.

School Strengths and Accomplishments

As stated in the 2014-2015 Quality Review, the school maintains a supportive learning environment that conveys high expectations to students and parents. These structures support the school's high expectations, build buy-in and accountability among staff, students and their families, thus providing a clear path towards increased student achievement and college and career readiness.

The school community, inclusive of the Parent Association (PA), the parent coordinator and principal, organize and facilitate numerous activities to promote and celebrate student success. Parents talked about how the principal sent the PA Executive Board members to Mercy College for a workshop about the Common Core Learning Standards and how parents can help their child at home. The PA President said not only did the workshop help her to better understand the Common Core Learning Standards but also she was planning to turnkey this information during the January PA meeting. Parents also spoke about how classroom teachers give workshops to help parents understand the Common Core and what is happening in their children's classroom. They spoke about how the fourth grade classroom teachers used one Tuesday Parent Engagement day to teach a math lesson and show parents the strategies needed to solve a math problem. Finally, each grade distributes a calendar for parents to do a particular activity at home with their child. One parent talked about how the kindergarten teacher not only gave her the calendar but the manipulatives to solve the problem. This enhances parent participation and fosters pride in student achievement.

The principal consistently reinforces the grading goals for the school, which were introduced in September through ongoing conversations with teachers and feedback through classroom observations. The principal also sits in on grade level teacher meetings. She has created a data specialist in every grade who helps disseminate the pre- and post-assessments from the literacy, math and writing units and turnkey professional development. In addition, the principal has hired outside coaches and consultants in both literacy and math to provide ongoing support to teachers and give them the strategies and tools for lesson implementation. Teachers are also free to offer any suggestions towards the

enhancement of the school goals based on what they see in the student data. These ongoing supports create a culture of mutual accountability of high expectations.

Parents are active members of the school leadership team and contribute to address curricular concerns. In response to parents' comments in this year's School Survey, where they wanted more "hands-on" learning, the principal has instituted monthly culminating activities to the math program. During a second grade math activity, students showed their parents how to use Base 10 blocks to solve the problems in Chapter 1 of the GO Math! program. This resulted in an increase in student performance with Base 10 blocks, which further promotes higher level thinking skills and project-based learning for the students.

Challenges

Within our diverse, lower economic school community with a high percentage of second language learners, we are able to improve student progress, yet we struggle to advance student's performance levels.

Areas where school made most growth

Student Progress Rating (EMS) - Meeting Target

Supportive Environment - Well Developed Rating in 2014-2015 Quality Review

Key Areas of Focus

Closing the Achievement Gap (especially with subgroups)

Increasing Student Performance

The partnerships that P.S. 130 has made with the community over the years are crucial to our school's culture. These partnerships support our students, teachers and parents. Some of these partnerships include:

City Year: City Year helps close the gap between what students need to succeed and what schools are designed to provide by placing near-peer mentor at PS 130. To help our students stay on track to graduation, City Year assists in attendance monitoring and engaging, provide additional socio-emotional support and support our teachers and students in ELA and Math. in The City Year Corp members are in classrooms in grades 3-5. However, some activities are school wide.

Learning Leaders: We continue to partner with Learning Leaders each year. A three day workshop is scheduled for those parent volunteers. The parents will be fingerprinted and receive their Learning Leader badges so that they can volunteer to work in classrooms to support teachers and students.

Generation Ready Consultation: Robin Collins, formerly of AUUSIE works with the literacy team and teachers to provide support in revising our literacy map, literacy block and guided reading instruction.

UFT Teacher Center: We continue our partnership with the UFT Teacher Center. We have an on-site Teacher Center coach who provides ELA and math support to all staff members.

New York Public Library

Cornell University Extension Cooperative

Family Resource

New York Road Runner - Mighty Milers

NYFD-CPR/Fire Prevention

NED

LIFT

World Vision

Bronx Works

Planet Young/Smooth

Dad...Take Your Child to School

NY Cares

Trust for Public Land

Parents as Arts Partners

Boy Scouts of America

Literacy Support

IDNYC - Mayor's Office

08X130 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	485	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		89.9%	% Attendance Rate	91.2%
% Free Lunch		78.6%	% Reduced Lunch	0.4%
% Limited English Proficient		23.0%	% Students with Disabilities	24.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.6%	% Black or African American	25.4%
% Hispanic or Latino		70.6%	% Asian or Native Hawaiian/Pacific Islander	1.6%
% White		1.4%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		7.75	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	3
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)		0.4%	Average Teacher Absences (2013-14)	4.92
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		8.8%	Mathematics Performance at levels 3 & 4	16.5%
Science Performance at levels 3 & 4 (4th Grade)		56.5%	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		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	NO
Economically Disadvantaged		NO		
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	N/A
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		YES	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		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.

2012-2015 NYS ELA Assessment Data
 2014 – 2015 NYS ELA Assessment Data
 2014-2015 NYS ELA Assessment Promotional Criteria Data (available in June 2015)
 2014-2015 NYS ELA Assessment item analysis
 2014-2015 F & P End of Year Benchmark

English Language Arts						
Grade	2012-2013		2013-2014		2014-2015	
3rd Grade						
	Level 1	Level 2, 3, 4	Level 1	Level 2, 3, 4	Level 1	Level 2, 3, 4
All Tested	64%	36%	61%	40%	32.25%	67.75%
SWD	75%	25%	70%	30%		
ELLs	71%	29%	68%	23%		
4th grade						
All Tested	60%	39%	52%	47%	33.75%	66.25%
SWD	89%	11%	81%	19%		
ELLs	100%	0%	67%	24%		
5th grade						
All Tested	57%	43%	58%	44%	46.8%	53.2%
SWD	86%	14%	78%	22%		
ELLs	75%	25%	73%	27%		

In analyzing patterns and trends of our NYSED ELA exam results (meeting /not meeting promotional criteria) from 2012-2015, we have significantly decreased the percentage of level 1s in ELA from 60.3% (2012) to 37.6% (2015). In addition, from 2013- 2014, 9% of the students performed at level 3 and 4, up from 8% in 2012-2013. Here are our most recent data results regarding students meeting promotional criteria as of June 2015: 67.5% of 3rd grade students, 66.25% of the 4th grade (a 31.25% increase) and 53.2% of 5th grade students (a 12.4% increase) met promotional criteria (levels 2, 3, and 4). The 2014-2015 goal of decreasing level 1s by 15 % as measured by the NYS ELA Exam was met in 4th grade: 32.75% students NOT meeting promotional criteria (level 1s in 2015) compared to 65% of 4th graders receiving level 1 in the 2014 ELA. This is a 32.25% reduction in level 1s. The 2014-2015 goal of decreasing level 1s by 15 % as measured by the NYS ELA Exam was met in 5th grade (46.8% students NOT meeting promotional criteria- level 1s) in 2015 compared to 50% of 5th graders receiving level 1 in the 2014 ELA. This is a 3.2% reduction in level 1s. The average number of students NOT meeting promotional criteria between the two grades is 17.725% (2.725% more than the goal). While we are moving students out of level 1 Performance Levels, our priority need that will be addressed in our goal is moving students from level 2 to level 3, and level 3 to level 4.

Additionally, according to our Quality Review from 2014-2015, areas needing development were in the areas of “effective teaching and learning” and how we “assess what students are learning.”

Therefore, in consideration of this data and using knowledge of our students, we have made instructional decisions to improve teacher practice, student performance and narrowing the achievement gap in ELA by restructuring the literacy block to include instruction using instructional levels (F&P) along with the use of complex text to develop writing skills. We plan to achieve this by providing targeted professional learning sessions and enhancing the implementation of rigorous instruction that addresses the needs of all students.

All testing grades, 3rd, 4th, and 5th grade totaled 9% on grade level on the 2013-214 NYS English Language Arts Test. This goal was formulated to increase ELA scores for the 2105 - 2016 school year, specifically the constructed response part of the test.

Strength:

Teachers are using CCLS aligned rubrics to measure growth in the writing standards at each grade level.

Teachers use CCLS aligned Performance Based Assessments

Teachers are providing writing instruction using complex text

Teachers are giving on-demand writing assessments where students practice writing based on a complex text and providing a claim with at least 2 examples of text evidence to support his/her claimThe literacy block was revised to include 2 full instructional literacy blocks (days) devoted to writing using complex text.

Areas for growth:

Teachers need to assess the rigor of performance tasks

Teachers need to use data to drive the writing instruction

Teachers need to provide instuctional strategies for students so that assessments with limited to no scaffolds are provided.

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, there will be a 2% increase in the number of students at or above grade level and a reduction of level of 1s by 5% as measured by the 2015-2016 NYS ELA Assessment.

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>Instructional focus of academic vocabulary will be embedded in the Balanced Literacy Block; GoMath; and in all content areas.</p>	<p>All grades All students</p>	<p>Ongoing all year</p>	<p>All teachers, all students, parents, UFT Teacher Center, support staff, ESL providers</p>
<p>Increase ELA content professional development by re-examining the CCLS ELA standards, Balanced Literacy and ReadyGen in order to:</p> <ul style="list-style-type: none"> • meet the needs of all subgroups (especially SWD and ELLs) • target instructional reading strategies at and above grade level with complex text • target writing strategies at instructional levels <p>ensure the use of academic vocabulary</p>	<p>All grades All students</p>	<p>Ongoing all year</p>	<p>Classroom teachers, literacy team members, Generation Ready consultant, UFT Teacher Center coach, Administration</p>
<p>Specific teacher practice will include pre and post assessment and monitoring student progress throughout the unit of instruction. Teachers will make evidence-based adjustments to their lessons and teaching practices with special considerations for SWD, ELLs and the Lowest Third.</p> <p>Teachers will receive professional development from school-based support staff (UFT Teacher Center), teachers</p>	<p>All grades all students</p>	<p>Ongoing all year</p>	<p>Classroom teachers, literacy team members, Generation Ready consultant, UFT Teacher Center coach, Administration</p>
<p>Using the ORID Protocol, teachers will analyze and interpret a variety of data including the item analysis from the 2014-2015 NYS ELA assessment to determine student literacy needs as well as teacher content needs.</p>	<p>All grades all students</p>	<p>Ongoing all year</p>	<p>Classroom teachers, literacy team members, Generation Ready consultant, UFT Teacher Center coach, Administration</p>
<p>Teachers will receive literacy support from Generation Ready consultant</p>	<p>All grades all students</p>	<p>Ongoing all year</p>	<p>Classroom teachers, literacy team members, Generation Ready consultant, UFT Teacher Center coach, Administration</p>
<p>Teacher teams will revise CCLS aligned curriculum map to new literacy block model</p>	<p>All grades</p>	<p>Ongoing all year</p>	<p>Classroom teachers, literacy team members, Generation</p>

	all students		Ready consultant, UFT Teacher Center coach, Administration
Students will complete Performance Based Writing Assessments (PBA) from ReadyGen, Common Core Writing Tasks, teacher created tasks	All grades all students	Ongoing all year	Classroom teachers, literacy team members, Generation Ready consultant, UFT Teacher Center coach, Administration
Professional Development for teachers around Common Core Writing Tasks and Rubrics	All grades all students	Ongoing all year	Classroom teachers, literacy team members, Generation Ready consultant, UFT Teacher Center coach, Administration
Professional Development for teachers "Looking at Student Work" using the ORID Protocol	All grades all students	Ongoing all year	Classroom teachers, literacy team members, Generation Ready consultant, UFT Teacher Center coach, Administration
Word Vaults in every classroom (Tiered Words)	All grades All students	ongoing all year	Classroom teachers, literacy team members, Generation Ready consultant, UFT Teacher Center coach, Administration

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.											
All Teachers, UFT Teacher Center, Administration, Paraprofessionals, Related Service Providers ELA: ReadyGen Curriculum, Guided Reading and Independent Libraries, Foundations, GenerationReady consultant											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	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	X	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.
By February 2016, 12% of 3rd, 4th and 5th grade students will demonstrate grade level performance as measured by an CCLS aligned ELA simulation and F & P benchmark assessment.
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.

As noted in the 2104-2015 Quality Review, the school has structures which support the school’s high expectations, build buy-in and accountability among staff, students and their families, thus providing a clear path towards increased student achievement and college and career readiness.

The school community, inclusive of the Parent Association (PA), the parent coordinator and principal, organize and facilitate numerous activities to promote and celebrate student success. Parents talked about how the principal sent the PA Executive Board members to Mercy College for a workshop about the Common Core Learning Standards and how parents can help their child at home. The PA President said not only did the workshop help her to better understand the Common Core Learning Standards but also she was planning to turnkey this information during the January PA meeting. Parents also spoke about how classroom teachers give workshops to help parents understand the Common Core and what is happening in their children’s classroom. They spoke about how the fourth grade classroom teachers used one Tuesday Parent Engagement day to teach a math lesson and show parents the strategies needed to solve a math problem. Finally, each grade distributes a calendar for parents to do a particular activity at home with their child. One parent talked about how the kindergarten teacher not only gave her the calendar but the manipulatives to solve the problem. This enhances parent participation and fosters pride in student achievement.

Parents are active members of the school leadership team and contribute to address curricular concerns. In response to parents’ comments in this year’s School Survey, where they wanted more “hands-on” learning, the principal has instituted monthly culminating activities to the math program. During a second grade math activity, students showed their parents how to use Base 10 blocks to solve the problems in Chapter 1 of the GO Math! program. This resulted in an increase in student performance with Base 10 blocks, which further promotes higher level thinking skills and project-based learning for the students.

All testing grades, 3, 4, and 5th grade totaled 15.3% on grade level on the 2014-2015 State Math Assessment. This goal was formulated to increase Math scores for the 2015-2106 school year.

Strength

The School Environment Survey has the Supportive Environment at PS 130 at 93%

As stated on P.S. 130’s School Survey the parents responded that they feel it is important to come to school every day, to pay attention in class, think doing homework is important and try hard to get good grades. In addition, teachers feel safe outside around the school, feel the students are safe traveling between home and the school, believe that the hallways, bathrooms, cafeteria of the school are safe and that classrooms are safe.

Areas to Address

Teacher practice is inconsistent across classrooms and does not reflect a cohesive approach that supports differentiation.

Teachers need to provide access to varied and multiple entry points to maximize individual student learning and enriching subgroup performance are limited.

Teachers need to analyze ongoing data for subgroups and identify effective strategies that address specific needs

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 there will be a 2% increase in the number of students at or above grade level as measured by the 2015-2016 NYS Math Assessment.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Increase Math content professional development by examining the CCLS Mathematical Progressions and CCLS</p>	<p>All teachers K-5</p>	<p>September 2015- June2016</p>	<p>Administration, Coach, Classroom Teachers, Math Vertical Team, Math consultant</p>
<p>Analyze and Interpret item analysis from the 2014-2105 NYS math Assessment to determine student math needs as well as teacher content needs</p>	<p>All teachers K-5</p>	<p>September 2015 - June 2016</p>	<p>Administration, Coach, Classroom Teachers, Math Vertical Team, Math consultant</p>
<p>Content coaching by the math coach in areas of data analysis, math discourse, using math models and use of domain specific vocabulary (academic vocabulary)</p>	<p>All teachers K-5</p>	<p>September 2015 - June 2016</p>	<p>Administration, Coach, Classroom Teachers, Math Vertical Team, Math consultant</p>
<p>Small group tutoring by City Year AmeriCorps Members</p>	<p>Students 3-5</p>	<p>September 2015 - June2016</p>	<p>Administration, Coach, Classroom Teachers, CityYear AmeriCorp,</p>
<p>Teachers will provide Math Chapter Assessments (which follow the PARRC Assessment format) and several</p>	<p>All teachers K-5</p>	<p>September 2015 - June2016</p>	<p>Administration, Coach, Classroom Teachers, Math</p>

<p>performance tasks for all students using the Go Math Curriculum</p> <p>Teachers will provide fluency drills</p> <p>Math mini-lessons for (HOT) Higher Order Thinking Questions from Go Math will be utilized</p> <p>Use of manipulatives and models</p> <p>On-demand quick assessments to build fluency, stamina and perseverance</p> <p>Rubrics will be used to assess performance tasks</p>			Vertical Team, Math consultant
<p>Teachers will NORM the expectations for the unit/chapter and NORM scoring using the SNAP and ORID protocol which will allow teachers to disaggregate their summative data for subgroups and address patterns and trends</p>	All teachers K-5	September 2015 - June 2016	Administration, Coach, Classroom Teachers, Math Vertical Team, Math consultant

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.											
Resources include: Coach, Math consultant, portfolios, per session											
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	X	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.
<u>In January of 2016, students in K-5 will take a Middle of the Year CCLS aligned assessment. There will be a 5% increase between the beginning of the year and middle of the year assessments.</u>
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.

As noted on our 2014-2015 Quality Review, teachers benefit from participating in professional collaborations that foster reflection as well as providing options for researching effective instructional techniques.

In conducting a comprehensive assessment of PS 130’s academic program, each teacher was asked to use a variety of data sources to identify areas of student performance trends that need improvement. The following areas of focus were identified:

Area of Focus	Assessment Used
Reading - (Answering questions “beyond the text” and “about the text”)	Fountas & Pinnell
Writing -Stating a Claim and providing 2 separate pieces of evidence to support the claim	Performance Based Assessment
Math - Using math models and communicating mathematical thinking	Math Performance Tasks
Questioning and Discussion Techniques	Advance Data, conference Notes

Strengths

Teachers meet collaboratively within their grade more than once a week through the school’s common prep scheduling. In addition, the principal has also afforded teams with per-session opportunities for them to meet before and after school. They share their findings of previous interventions, which were collaboratively created, and also share ideas for multiple entry points, implementation of curricula, assessment and provide modifications for learning styles. The school has also created vertical teams for staff to examine curricula in all subject areas and provide coherence. This in-depth review of intra- and inter-grade curricula ensures coherence and consistency across all grades throughout the school.

Areas to Address

As noted in our 2014-2015 Quality Review, "individual teachers and teacher teams plan differentiated lessons using students’ reading levels, there is limited evidence of teachers providing appropriately challenging work aligned to student achievement levels, including effective questioning. In lessons observed there were missed opportunities to push student thinking. For example, in one math class observed, a substantial part of the instructional time was spent on motivation and a mini-lesson even when students seemed to already know what to do.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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 2015, 100% of the teachers will engage in at least 35 hours collaborative professional learning opportunities from which they will utilize the research-based strategies in their instructional practice in order to have a positive impact on student achievement as measured by improved reading levels, writing scores (based on rubrics) and mathematical communication (based on rubric) on performance tasks by an average of 5% in each class. For example, if the class average in mathematical communication is 2.5, a 5% increase would result in an average of 2.625%.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Professional Development Team will meet to design coherent and meaningful professional learning opportunities based on a PD Needs Assessment Survey (completed by members of the school community in June 2015).	All teachers and students	Ongoing all school year	Administration, All staff, UFT Teacher Center, support staff
Cycles of professional learning will allow collaborative teams to practice and reflect upon the new learning.	All teachers and students	Ongoing all school year	Administration, All staff, UFT Teacher Center, support staff
Structures such as Triads, instructional round, inter-visitations, and peer coaching will be utilized to encourage mutual trust, collaboration and also to ensure a collective responsibility for improved student achievement.	All teachers and students	Ongoing all school year	Administration, All staff, UFT Teacher Center, support staff
Professional learning cycles will be evaluated for effectiveness based on improved student achievement and teacher practice (formal and informal observations).	All teachers and students	Ongoing all school year	Administration, All staff, UFT Teacher Center, support staff

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.

Professional Learning Team Participants
 Schedule of Professional Learning Cycles (calendar)
 Protocols
 Per Session for Professional Learning Teams for planning, evaluating and reflecting

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

<p>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.</p> <p>Each professional learning cycle will include a medial check in to determine level of impact on student achievement by looking at student work i.e., running records, guided reading lesson plans, guided reading conference notes, math conference notes, performance tasks, etc. (using the Tuning Protocol)</p> <p>Administrators will collect agendas and attendance sheets from collaborative team meetings</p> <p>Participation and follow through of instructional rounds and inter-visitations</p> <p>Follow through with recommendations from the professional learning community</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

State ELA scores for all grades was 10.3% in 2015 from 9% in 2014.

Fountas and Pinnell showed progress of most students, but the gap between progress and grade level performance is still very wide.

Strength:

Literacy Block now ensures 2 full 90 minutes/week on instructional reading leveled work, 2 full 90 minutes/week of writing using complex text and a flex day to provide additional support in areas of need.

Area of Need:

Teachers are still grappling between the need to teach how to improve reading skills and using complex text
Teachers need to better provide rigorous instruction for their students through questioning and discussion
Teachers need to better use their conferencing notes to plan guided mini-lessons

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.

During the 2015-2016 school year, school leaders will track through classroom observations and lesson plan reviews to make sure every instructional teacher is providing guided reading and writing through the use of complex text for their students. By June 2016, there will be a 5% increase in instructional reading levels as measured by Fountas and Pinnell Benchmark Assessment.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<p>Students will be assessed to find their independent, instructional and frustration levels</p> <p>Teachers will use "reading behavior" conference notes to plan their guided reading lessons</p> <p>Teachers will group students for guided reading groups</p> <p>Teachers will monitor guided reading levels and provide the progress of level (data) to their immediate supervisor on a monthly basis</p>	<p>All students, K-5, all teachers</p>	<p>September 2015-June 2016</p>	<p>Administration, All teachers, coach, Literacy consultant</p>
<p>Teachers will provide writing instruction using ReadyGen as a resource for complex text</p>	<p>All students, K-5, all teachers</p>	<p>September 2015 - June 2016</p>	<p>Administration, All teachers, coach, Literacy consultant</p>
<p>All classrooms will have a Word Vault with tiered vocabulary</p>	<p>All student K-5, all teachers</p>	<p>September 2015 - June 2016</p>	<p>Administration, All teachers, coach, Literacy Consultant</p>
<p>Powertime (small group intervention) will be used to address student needs</p>	<p>Students K- 5, all teachers</p>	<p>September 2015 - June 2016</p>	<p>Administration, All teachers, coach, Literacy Coach</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p>Classroom teachers, coach, Generation Ready Literacy consultant,</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other
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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.

By February 2016, 50% of the students will move at least 1 performance level as measured by the Fountas and Pinnell Assessment in grades K-5 and 25% of the students in grades 3-5 will perform at or above grade level on the scheduled mid-year simulation

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.

A review of the PTA sign-in sheets for the 2013-2014 school year show that there was an average of 30 parents per month attending the PTA meetings.

Strengths:

- Based on the 2013-2014 Learning Environment Survey, 100% of our parents agreed and strongly agreed that the school encourages them to participate in the child's education. 95% of the parents feel supported by the teachers.

Weakness:

- Based on the 2013-14 Learning Environment Survey, 25% of our parents stated that they have never attended a PTA meetings.

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.

Goal 5:

Throughout the 2015-16 school year, parents will have a variety of teacher-created workshops that will pertain to their child's education. The PTA will focus on workshops provided by educational institutions/vendors to support parents' activities, and parent communication will increase by 20%.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Teachers will meet in September, by grade, to brainstorm parent workshops. 	All Teachers	September 2015 - June2016	Administration, all teachers
<ul style="list-style-type: none"> • 2 Back to School Nights are scheduled 	All teachers	September 2015 - June 2016	Administration, all teachers
<ul style="list-style-type: none"> • Review of school-wide goals during parent orientation • Periodic review of goals and math/writing focus with the SLT • Parent Involvement Tuesdays: review of student work (including math) • Learning Leaders workshops: aligning student writing with the Common Core Learning Standards (CCLS), College and Career readiness Skills needed, etc. • Individual 	All teachers	September 2015 June 2016	Administration, all teachers
<ul style="list-style-type: none"> • Principal will meet with the PTA during the Quarterly Meeting to support PTA in finding educational institutions/vendors to provide workshops for parents • Each Tuesday, parents are invited to the school for workshops and support them to help their children do the homework. • Ongoing parent workshops throughout the school year to help parents understand the alignment of instruction with common core • Monthly Parent News Letters to increase parent communication. Monthly activities to attract parents into the school 	Teachers Parents	September 2015 - June2016	Principal, PTA, Teachers

<ul style="list-style-type: none"> School messenger purchased to inform parents of PTA meetings Parent bulletin board so that parents can be reminded when school events and PTA meetings take place Monthly PTA flyers and reminders distributed to parents by PTA 	Parents	September 2015- June 2016	PTA, Budget Manager
<p>Learning Leaders provides parent workshops on State assessments, Common Core Alignment and Parent Welllness</p> <p>Learning Leaders provides parent training to partner parents with the school.</p>	Parents	September 2015 - June 2016	Learning Leaders
One SLT Meeting each month will be held to focus on parent involvement and encouragement of activities that will bring parents into the school	Parents and students	September 2015 - June 2016	Classroom Teacher, members of the SLT

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.											
Teacher hours, Learning Leaders, monthly flyers, monthl newsletters											
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	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p> <p>By February 2015, parent participation in monthly quality workshops produced by teachers and educational institutions will increase by 20%.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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)	Student performing below grade level in Fountas & Pinnell	Guided Reading	Small Group: Differentiated Instruction	After-School Days
Mathematics	Student performing below grade level on the Monthly Mass Assessments	Guided Instruction	Small Group: Differentiated Instruction	After-School Days
Science	Student performing below grade level on the Monthly Science Assessments	After-School Days	Small Group Differentiated Instruction	During School Days: Content Area reading
Social Studies	Student performing below grade level on the Monthly Social Studies Assessments	Guided Reading Number of students by grade:	Small Group Differentiated Instruction Number of students by grade:	Content Area Reading
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students were categorized as the bottom third of the city on the ELA and State math Test	Pull-out Number of students by grade:	Small Group Number of students by grade:	During School Days

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"> • A representative from PS 130 attends all of the DOE hiring halls. The DOE's New Teacher Finder has also been used to hire new teachers as well. All of these candidates have been approved and certified. • At PS 130, we are able to retain teachers through our Associate Model. This model allows the school to pair "new teachers" with "seasoned teachers" for a large portion of the day. The Associate Model is also "built in" to our Professional Development. Teachers enjoy working with a partner and look forward to coming to work each day. • Our Mentor Program is for all new teachers. Each new teacher is matched up to a mentor who will support their instructional needs. • There is one coach that provides Literacy and Math support for all teachers. • Each teacher receives professional development twice a month with an academic focus. There is a full day of Professional Development in November and June.

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).
In addition to our school-wide Professional Development, all staff members are encouraged to attend Professional Development sessions outside of school. PS 130 is affiliated with District 8 which provides on-going support and workshops that are tailored for all staff members to meet the CCSS needs of students. all of the workshops provided are instructional. The workshops are for Principals, Assistant Principals, Coaches, teachers and paraprofessionals

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

In order to transition Pre-K students from CBO Pre K sites, PS 130 provides an "Open House" for parents to learn about our school. During the Open House, parents receive information of what is expected of their children when they enter Kinidergarten.

There is also on-going support throughout the Kindergarten year for students who are not meeting the standards. There are pull-out and push-in academic services in which students are learning "letter sound recognition" and "decoding". There is a school website that parents can log on to that will give them a brief overview of PS 130.

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.

Every Monday, teachers meet in the "Teacher Team" group. During this time, teachers discuss assessment and the needs of the students. There is also a monthly Literacy meeting in which the literacy and curriculum assessment are discussed. Additionally, there is a monthly Math meeting in which math curriculum and assessment is discussed.

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	403,564.00	x	pgs. 15-16, 18-19, 21-22, 27-28

Title II, Part A	Federal	162,146.00	n/a	
Title III, Part A	Federal	13,868.00	n/a	
Title III, Immigrant	Federal	0	n/a	n/a
Tax Levy (FSF)	Local	2,761,918.00	x	pgs. 15-16, 18-19, 21-22, 27-28

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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 130, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 130 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) Template

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>35</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <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>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ 1

Our Title III ELL After school Program for grades 3, 4, and 5 will begin January 21, 2016 through May 6, 2016. Our focus population for our Title III Immigrant after school program will be newcomers, first and second graders . We will begin to address the instructional needs of our ELLs in literacy, literature, and writing and math. The objective of the after school program is to improve reading and writing. We will also be targeting the Math literacy. One hour will be dedicated to literacy and the second hour will be dedicated to the Math literacy. Thirty-five entitled ELL 's will participate in this program. Both direct instruction and direct supplemental services are provided by one biligual teacher, ESL and a Common Branch teacher. During our Title III after school program, a certified teacher will service 5th grade during both the ELA and math periods. In addition, two teachers will rotate between the 3rd and 4th grade classes, providing ESL services to both groups. During this time each teacher rotates the second hour and works with each group one hour per day. Our Imigrant program will offer literacy ,math and writing enrichmet to our students.

The program will be held on Wednesday and Thursdays from 2:30 PM to 4:30 PM. The language of instruction is English and the instruction is provided by a certified bilingual teacher, ESL teacher, and one common branch teacher. After analyzing our latest data, including last year's NYSESLAT results, we have concluded that many of our students need additional support in reading, writing, and math. These students will receive targeted instruction during this after school program to meet their needs. Our newcomers are included in the after school program to support our beginning ELLs . These students are mandated to take content area exams in both math and science in their native language. In addition to receiving their mandated 360 minutes of ESL, these fourth and fifth grade students are receiving support in the areas of math and science. This additional support aligns with math literacy and E.S.L. instructional approach.

Part C: Professional Development

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

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

Begin description here: _

The materials used for the Title III After school program are as follows:

"Language Power" by Teacher Created Materials,MaxScholar, MYON, and Go Math for math literacy. Our English Language Learners need to build English-language proficiency with highly differentiated and rich instruction. With "Language Power" each kit provides rigorous instruction in the four language domains. There are 30-piece themed text set with a range of reading levels and a variety of high-interest topics to engage students. "Language Power" has a range of text types and genres that helps lead to a natural progression in language and learning opportunities. Assessments are administered before and after instruction to drive instruction. These materials are designed to be used for a short term intervention program. The materials will help students improve their vocabulary and and grammar. On Wednesdays, students will be engaged in enrichment activities which will alos include a math focus based on assessment results. Using current integrated units of study (content driven) we will

Part C: Professional Development

create theme based units to help enrich students four modalities. Students will be writing in journals, learning and applying Tier 2 and Tier 3 words. Technology will be a source of comprehensible input and provide a source of sound, pictures, video, animation, and multimedia that can help situate learning with a meaning context. The students will learn how to speak in complete and elaborate sentences, and write coherent sentences, and paragraphs. Students will also learn to read with fluency and comprehension. In addition, we will purchase NYSESLAT Coach practice books to provide students with activities and strategies that support English language and math proficiency

Begin description here: At no cost to Title III, our teachers will attend professional developments as offered by Network and the Office of English Language Learners - Department of Education. Our monolingual teachers either have completed or are in the process of completing the state mandated requirement of 7.5 hours in ESL training. All of our teachers are kept informed of other professional development opportunities focusing on second language acquisition. In addition, classroom teachers will have the opportunity to attend ESL workshops within the school and outside of the building. These strategies will be implemented during afterschool to promote academic growth for ELL students.

Our ESL teachers will also conduct ESL training during faculty and grade conferences. We will develop an ELL professional library that teachers may borrow books/literature on the learning issues of English Language Learners. The titles will include: Authentic Assessment for ELLs, The CALLA Handbook, Mirror of Languages, How to Teach ELLs, Principles of Language Learning and Teaching, Teaching the World's Children, Making Content Comprehensible for ELLs - The SIOP Model, and New Language Arts Progressions Standards

Part D: Parental Engagement Activities

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

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

Begin description here: _

Topic 1: Introduction to Title III Afterschool Program

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

Date: Tuesday January 11, 2016

Time: 2:30-3:10

Name of Provider: Alycheska Paulala, ESL teacher, Other staff (TBA)

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

Topic 2: Mid Program Share Fair

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

Date: Wednesday, March 16, 2016

Time: 2:30-4:30

Name of Provider: Alycheska Paula, other staff (TBA) and the students in their classes

Audience: Parents of students attending program. Parents will be notified by a flier sent home written

Part D: Parental Engagement Activities

in English and Spanish. We will also invite the parents on School Messenger that will send a phone call home in the language the parent requested on the Home Language Survey.

-
Topic 3: Culminating Student Celebration

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

Date: Wednesday, May 14, 2016

Time: 2:30-4:30

Name of Provider: Alycheska Paula, ESL teacher, other staff (TBA) and the students in their classes.

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
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 08	Borough Bronx	School Number 130
School Name Abram Stevens Hewitt		

B. Language Allocation Policy Team Composition (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Lourdes Velazquez	Assistant Principal : Sabrina Moore
Coach	Coach Evelyn Hernandez
ENL (English as a New Language)/Bilingual Teacher A. Paula -ESL	School Counselor Loida Martinez
Teacher/Subject Area Teresa Lizardo-Bilingual Teacher	Parent Maritza Morales
Teacher/Subject Area Carlo Sforza -ESL	Parent Coordinator Maria Alers
Related-Service Provider Tracey Barrett	Borough Field Support Center- Jose Ruiz - Director
Superintendent Dr. Karen Ames	Other (Name and Title) Deborah Montes- ESL teacher

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	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual	0	Number of teachers who hold both a bilingual extension and TESOL certification	0

		programs [applicable to grades 7–12]			
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	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)	521	Total number of ELLs	115	ELLs as share of total student population (%)	22.00%
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Part II: ELL Demographics

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	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 checked="" 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"/>

A. ELL Programs

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	1	1	0	0	1	0								3
Dual Language	0	0	0	0	0	1								0
Total	1	1	0	0	1	1	0	0	0	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	115	Newcomers (ELLs receiving service 0-3 years)	22	ELL Students with Disabilities	19
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	38	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										
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	29	0	0	0	0	0	0	0	0	00
DL	12	0	0	11		1	0	0	0	16
ENL	74	0	19	12		14	0	0	0	100
Total	115	00	19	23	00	15	00	00	00	116

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<u>Spanish</u>	7	10	0	0	10	0								00
<u>Arabic</u>	0	1	0	0	0	0								00
<u>Fulani</u>		0	0	0	1	0								1
TOTAL	7	11	00	00	11	00	29							

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP								
<u>Spanish</u>											15	7							00	00
																			00	00
																			00	00
TOTAL	00	15	7	00																

* 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
									00	00
									00	00
									00	00
TOTAL	00	00	00	00	00	00	00	00	00	00

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages):

Number of students who speak three or more languages:

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	17	20	16	18	6								90
Chinese	1		1											2
Russian														00
Bengali														00
Urdu														00
Arabic		1				1								2
Haitian														00
French				1	1									2
Korean														00

Punjabi															00
Polish															00
Albanian															00
Other	2														2
TOTAL	16	18	21	17	19	7	00	00	00	00	00	00	00	00	98

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	8	2	3	1	5	4								23
Emerging (Low Intermediate)	9	10	5	0	7	0								31
Transitioning (High Intermediate)	6	2	7	14	3	12								27
Expanding (Advanced)	0	5	5	4	9	5								29
Commanding (Proficient)														00
Total	23	19	20	19	24	21	00	00	00	00	00	00	00	115

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
K 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						1								1

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					1	2								3

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					00
4	15	4			19
5	19	4	0	0	23
6					00

7					00
8					00
NYSAA					00

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									00
4	12		6						20
5	17		2						19
6									00
7									00
8									00
NYSAA									00

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	7	3	8	3	5				26
8									00
NYSAA Bilingual (SWD)									

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				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				

Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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)	2	7	4			5	2	
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.
Presently we use the Fountas and Pinnell Benchmark System in both English and Spanish to assess our ELLs. The majority are reading at a Level 1. Instructional decisions are made based upon the students' reading levels and determine what texts students can navigate, and what skills and strategies should be taught or re-taught. Paste response to questions here:
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data reveals that writing continues to be the largest struggle for our ELL students. They typically struggle in attaining proficiency in reading and writing. Fortunately, many of our ELLs achieve proficiency in the listening and speaking component; however, many of our students plateau in the intermediate level and struggle to move from this level to the advance level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal?
The RNMR modality analysis report is not available for the Spring 2015 NYSESLAT exam; however, as a part of the ReadyGen program, teachers are explicitly instructing students in writing skills, including grammar and conventions. This explicit instruction in language will help ELLs in their writing skills. The complex texts of the ReadyGen program help ensure that our students reading capabilities and vocabulary tremendously improve. We have also adopted a school-wide focus on academic vocabulary, which includes a word of the week and tiered vocabulary word vaults in every classroom. :
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. The data shows that the majority of our students reach proficiency in the second, third or fourth grades. We attribute this to the increased difficulty of the second through fourth grade span of the NYSESLAT. Also, the preparations for the ELA test in third grade and fourth grade transfer to the NYSESLAT. Students at our school generally will enter at the beginning level, move the following year to the intermediate level. Usually students are intermediate for one or two years, before moving to expanding... Most students remain at the expanding level for 2 years. By the time students reach fifth grade, most of the ELLs that started in kindergarten or first grade have tested out of ESL. The majority of the ELLs in fifth grade are recent arrivals or newcomers. It is our observation that low NYSESLAT writing scores are the primary factor preventing students from reaching the proficient level. We are addressing this with an increased emphasis on

writing and writing mechanics. At our school, students generally test at proficient level in speaking after two or three years and generally test at proficient in listening after two or three years. Students take longer to test at proficient level in reading and writing. Instruction is based more on oral language (speaking and listening) at the beginning levels of second language acquisition and transitions to literacy (reading and writing) at the intermediate and advanced levels. For the ELLs in the upper grades, we have examined the results of the citywide interim assessments in the content areas of math and reading. These results show us that the advanced and intermediate students generally perform at grade level in mathematics, with select ELL students showing exceptional math performance. Most beginners and some intermediate students are behind their peers in mathematics. On the interim reading assessment the, gap between the ELLs and monolingual students is more clearly defined, although there are similar trends. These results reinforce the need for a greater focus on the development of students' academic language and the integration of adapted content area materials. As outlined in this policy, these methods will scaffold content area skills and concepts for our ELL population.

b. ELL assessments are carefully considered by the School Leadership Team and teaching staff. Consideration is given to coordinating schedules to provide for optimal educational opportunities, especially small-group instruction. The ELL Interim assessment is utilized by the ESL teacher as well as the classroom teacher to customize and individualize the instruction in the area of needs (reading and writing) for these students. The ELL Interim assessment is used as part of the data for the English Language Learners.

c. The school is learning that a continued emphasis on literacy (reading and writing) is needed, especially as the content area knowledge becomes more rigorous

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).

Our school follows the RtI model, which is based on three tiers of instruction and support. We offer at risk students double dose instruction and small group instruction. We are currently using MYON and Imagine Learning. These programs allow us to use a computer based test that modifies questions according to individualized goals set by the teacher. We track progress to determine the effectiveness of the intervention. In addition, the data gathered helps teachers identify areas of instruction that need to be targeted for ELLs as well as low monolingual students. RtI provides a clear opportunity to see the progress individual students make throughout the school year.

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

As a school with a large ELL population it is important to consider a child's second language development in instructional decisions. Administration and staff use assessments to target the areas ELL students' need the most help in and to develop Educational goals. Collaborating closely with the ESL teacher to meet these goals and service the ELLs as they acquire a new language.

7. For dual language programs, answer the following:

a. How are the English-proficient students (EPs) assessed in the second (target) language?

b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

a. The Spanish ELE and Fountas and Pinnell Spanish Benchmark System assess the English-proficient students in their second (target) language.

b. According to the Spanish ELE data, 45% of our English-proficient students score in the 3rd and 4th quartile on the exam.

c. Although our English Proficient students were able to achieve proficiency on the NYSESLAT, they fail to achieve grade level performance on City and State Assessments.

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

According to our 2012-2013 Progress Report, our ELLs are showing growth, but are not achieving grade level performance.

Specifically, 43.2% of our ELLs are at the 75th Growth Percentile or Higher in ELA and 54.5% of our ELLs are at the 75th Growth Percentile or Higher in Math.

Part IV: ELL Identification Process

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial

assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)

At registration, all students registering are given the Home Language Identification Survey (HLIS) form to determine LAB-R eligibility. Students who according to the HLIS, speak English only enter into the general education system. Students who's HLIS indicate a home language other than English begin a formal screening process. The assessment process begins by administering the Language Assessment Battery-Revised. Those students who score below proficiency level are identified as ELL. In addition, if the student's home language is Spanish, we also administer the Spanish LAB. Students who score at or above proficiency level are not identified as ELLs and enter a general education program. Students who are identified as ELLs, are placed in a bilingual/ESL program as per parent's program preference during the Parent Orientation. Parent option is later completed in the ELPC screen for each newly identified ELL.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Our ESL teachers and parent coordinator work alongside administration to guarantee that our parents are provided with the necessary information to make program selections by the end of the screening process. In September and October the ESL teacher, along with the parent coordinator, host a Parent Orientation Meeting within 10 days of identifying their child as an ELL. The Parent Orientation meetings are held in Spanish and English to meet our parent's language needs. All parents of ELL students new to the NYC public schools are invited to attend. At this meeting, all program choices are discussed. We utilized the multi-lingual online orientation video and staff translators to bridge language barriers. Parents were assisted in completing the Parent Selection Survey on site. The parent coordinator and the ESL teacher follows-up with parents who didn't attend this meeting. Additional meetings are scheduled as needed. Many parents have requested ESL services). Usually 1 to 2 parents annually indicate an interest in bilingual classes. The majority select the Free Standing ESL class's option as their first choice. Many select it as their only choice. Our E.S.L. teachers meet individually with those parents of ELLs who are interested in bilingual placement.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

In September, letters of discontinuation, continuation, and entitlement of ESL services are sent to the parents along with the September ELL Parent Orientation meeting invitations for those students who have been identified as ELLs. The ESL staff is responsible for printing and distributing the letters. The letters, obtained from the Department of Education website, are bilingually printed with an English-side and a home language. Each letter is addressed and completed by hand and delivered to the students' classroom to bring home. This school year, our ELL students also received the NYSESLAT Spring 2013 Parent Report along with the performance level descriptors. Students who scored at the beginning, intermediate, and advanced levels on the NYSELAT receive a letter of continued entitlement. Students who scored at or above proficiency level were given a Non Entitlement/Transition Letter. Once the ELL students are identified via HLIS and the RLER ATS report (Student Eligible for Revised Lab report), the LAB-R is immediately administered to the students to determine eligibility. All potential ELLs are tested within 10 days of entering the school system. Parent Selections Surveys are also mailed via the postal service as needed to ensure the forms are received and returned. Parents who fail to return the Parent Selection Survey are contacted by the parent coordinator, Ms. Maria Alers. During November's Parent-Teacher Conferences the ESL staff also meets with these parents. Parent Selection Surveys are filed in the English Language Lab. The surveys are stored in folders by grade.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

The ESL staff member reviews the Parent Selection Survey to determine instructional program. Consultations with parents are also provided in their native language.

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

In April, the ESL teacher runs the RLER report on ATS to gather the names of all students eligible for the NYSESLAT. Once the names are collected, the ESL teacher administers each section according to the testing calendar. For the Speaking section, the ESL teacher individually assesses student and records an audiotape for each student. For the listening, reading, and writing, students are assessed in small groups with other students who are at the same English proficiency level. Once all testing is completed, a committee of teachers is in charge of scoring the writing section and also is responsible for completing and bubbling the answer documents.

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

Usually a small amount of parents annually indicate an interest in bilingual classes. The majority select the Free Standing ESL classes/option as their first choice. Many select it as their only choice. Our E.S.L. teacher's meets individually with those parents of ELLs who are interested in bilingual placement

1. How is instruction delivered?

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

- A. Our ESL students are served in a pullout/push-in model. English is the language of instruction for the Freestanding ENL Program. Our ESL program is staffed with certified, trained teachers. We have two full-time ESL teachers. ELL students are grouped according to grade level and/or using the data from the NYSESLAT results. Beginners and intermediate students are grouped homogeneously with other beginners and intermediate in the same grade. Advanced students are also grouped homogeneously by grade. At the kindergarten level, students are grouped heterogeneously.
- B. ELL students are grouped according to grade level and/or using the data from the NYSESLAT results. Beginners and intermediate students are grouped homogeneously with other beginners and intermediate in the same grade. Advanced students are also grouped homogeneously by grade. At the kindergarten level, students are grouped heterogeneously

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to

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Part V: ELL Programming

English as a Second Language is taught through an integrated curriculum that includes reading, writing, listening, and speaking. Ongoing articulation between our ESL teachers and classroom teachers ensures that content-based ESL instruction is complimentary to what students are learning in their mainstream classrooms. Our ESL teachers are required to deliver academically rigorous lessons, using the Point of Entry Model. Teachers maintain evidence in student folders of teacher conferences, informal assessments, and process of student work. Flexible grouping and cooperative learning engage students in communicative, cognitive, and meta-cognitive activities. All ELL instruction is conducted in English. The instructional approaches are language experience approach, Sheltered Instruction Observation Protocol (SIOP), Point of Entry Model, and Quality Teaching for English Learners (QTEL), Total Physical Response (TPR) and the use of technology and the arts. The scaffolding methods used to make content comprehensible include modeling, bridging, accessing prior knowledge, collaborative work, text re-presentation, contextualizing, schema building, and meta-cognitive development. The schoolwide (K-5) Math materials are used are GO Math which incorporated an ELL component. For Science, all grades utilize the New York City Science Scope and Sequence (with the glossary of terms and ESL strategies). In English Language Arts, the lower grades use Foundations for phonemic instruction as well as the ReadyGen ELA program and the upper grades use the Expeditionary ELA program. For grades K-5, guided reading and balance literacy is implemented schoolwide.

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.
- b. TBE program. *If applicable.*
- c. DL program. *If applicable.*

Our ESL students are served in a pullout/push-in model. English is the language of instruction for the Freestanding ESL Program. Our ESL program is staffed with certified, trained teachers. We have two full-time ESL teachers who push- and pull out reflecting the needs of our students.

ELL students are grouped according to grade level and/or using the data from the NYSESLAT results. Beginners and intermediate students are grouped homogeneously with other beginners and intermediate in the same grade. Advanced students are also grouped

homogeneously by grade. At the kindergarten level, students are grouped heterogeneously How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

The school follows the compliance mandates for each of the levels of language fluency to ensure that all students are receiving the correct amount of minutes for their proficiency levels.

1. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The English Language Learner student body is divided to assure that ELLs are provided the mandated instructional time as dictated by CR-Part 154. Our beginners and intermediate students are grouped homogeneously with other beginners and intermediates in the same grade. These students receive 360 minutes or more of ESL instruction. Similarly, our advanced students are grouped in the same manner but receive 180 minutes or more of ESL instruction. 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.

English as a Second Language is taught through an integrated curriculum that includes reading, writing, listening, and speaking. Ongoing articulation between our ESL teachers and classroom teachers ensures that content-based ESL instruction is complimentary to what students are learning in their mainstream classrooms. Our ESL teachers are required to deliver academically rigorous lessons, using the Point of Entry Model. Teachers maintain evidence in student folders of teacher conferences, informal assessments, and process of student work. Flexible grouping and cooperative learning engage students in communicative, cognitive, and meta-cognitive activities. All ELL instruction at P.S. 36 is conducted in English. The instructional approaches are language experience approach, Sheltered Instruction Observation Protocol (SIOP), Point of Entry Model, and Quality Teaching for English Learners (QTEL), Total Physical Response (TPR) and the use of technology and the arts. The scaffolding methods used to make content comprehensible include modeling, bridging, accessing prior knowledge, collaborative work, text re-presentation, contextualizing, schema building, and meta-cognitive development. The schoolwide (K-5) Math materials are used are GO Math which incorporated an ELL component. For Science, the upper grades use Harcourt New York City Science (with the glossary of terms and it also includes ESL strategies). The lower grades, follow the Foss Science curriculum which is a hands-on experience for our students. In English Language Arts, the lower grades use Foundations for phonemic instruction as well as the ReadyGen ELA program and the upper grades use the Expeditionary ELA program. For grades K-5, guided reading and balance literacy is implemented schoolwide.

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

Paste response to question here:

The Spanish Lab is administered to our newcomers who speak Spanish. The data gathered from the Spanish Lab in combination with the Spanish DRA scores help us determine how proficient the student is in Spanish

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

English as a Second Language is taught through an integrated curriculum that includes reading, writing, listening and speaking. Ongoing articulation between our ESL teachers and classroom teachers ensures that content-based ESL instruction is complimentary to what students are learning in their mainstream classrooms. In addition, our students learn to focus on language acquisition techniques that enable them to perform adequately when they are in their mainstream classrooms. Specific attention is also given to writing and vocabulary development

7...How do you differentiate instruction for each of the following ELL subgroups?

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

We differentiate instruction by using scaffolding strategies, flexible grouping, and collaborative work. In addition, we analyze the results of the NYSESLAT and the ELL interim assessment to further differentiate instruction to meet their language needs.

- a. SIFE students will be included in after school tutoring programs. These students are also placed in small groups for differentiated instruction and targeted assistance. Parents of SIFE students are invited to take part in various workshops.
- b. For newcomers we provide extended individual instruction. For all newcomers in grades 3-5 we provide the content glossaries of terms in Math, Science and Social Studies. These students will be administered the state Math and Science tests at the school. They are placed in small groups for tutoring and guided reading, both within their classrooms, and in the ESL classroom. These students will also attend after school tutoring sessions with Title III funds in math and ELA.
- d. Long Term ELLs will be placed in after school tutoring sessions, and are considered for the full range of AIS interventions in the content areas. These students will also attend after school tutoring sessions with Title III funds in math and ELA.

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).

Students are given small group instruction within their classroom setting. They are offered the ELL after school enrichment program. Their progress in writing and reading are monitored by both the ESL teacher and the classroom teacher to look for any areas in need of improvement and to celebrate progress.

3. 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?

To meet the diverse needs of ELLs-SWDs within the least restrictive environment ESL teachers collaborate with the Special Education teachers and support service staff. ESL teachers group their ELLs-SWDs with our general education ELL students. These students also receive the mandated hours of ESL services as per CR-Part 154.

4. 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?

ELL students who are in Special Education are served with the full range of interventions available at the school. They undergo the mandated five interventions. They are placed in small groups for tutoring and guided reading, both within their classrooms, and in the resource room. These students will also attend after school tutoring sessions with Title III funds in math and ELA. Students receive ELA intervention with Wilson, Foundations, and small group instructions. Students receive math interventions with small group instructions focusing on using manipulatives and visuals to increase comprehension skills. Science teacher works closely with the ELLs-SWDs to ensure science content knowledge. Teachers are instructed to assist the ELLs-SWDs by using the glossary of terms in their native language. The content instructions is in English with native language support.

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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.

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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.

NYSED.gov

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

Chart 5.3

Home Language Usage and Supports

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

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
	100%	[Visual representation of TBE support levels]			
75%					
50%					
25%					
Dual Language					
100%	[Visual representation of Dual Language support levels]				
75%					
50%					
25%					
Freestanding ENL					
100%	[Visual representation of Freestanding ENL support levels]				
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

A. Programming and Scheduling Information--Continued

5. 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.

Students receive ELA intervention through our Response to Intervention programs in Wilson and small group instruction. Students receive math interventions with small group instructions focusing on using manipulatives and visuals to increase comprehension skills. Science teacher works closely with the ELLs to ensure science content knowledge. Teachers are instructed to assist the ELLs with using the glossary of terms in their native language. The content instructions is in English with native language support.

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

We ensure the effectiveness of our ESL program by teaching language acquisition through the content areas in combination with the collaboration of our ESL teachers, content area teachers, and classroom teachers. Teachers include scaffolding methods to make content comprehensible and include strategies such as modeling, bridging, accessing prior knowledge, text re-presentation, contextualizing, schema building, and meta-cognitive development to support our English Language Learners. In addition, we closely look at the data provided by the NYSESLAT to monitor student progress and target areas in need of improvement in all four modalities.

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

The following improvements are being implemented for this school year. Our teachers utilize the Danielson Framework in planning their instruction. This will support setting goals for all students especially our English Language Learners. Our RTI (Response to Intervention) is creating systems in place for each of the Tiers I, II, and III. This supports our English Language Learners in receiving the proper intervention to meet their academic needs. Units of study and performance task and assessments help to align the instruction to meet our English Language Learners' academic needs.

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

There are no programs discontinued for our ELL's

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

Our ESL students are very active participants in all school activities which include: Chorus, Inquiry Team, AIS, and ESS after school, student council, Boy Scouts, and Recycling Committee. They also participate in after-school programs, such as Academic Intervention and an eight-teen-week Title III Academic After School program. The Title III Academic After School Program begins on November 1, 2011 and the Title III NYSESLAT program begins in January 2016. Our Title III funds are also used to address the needs of our newcomers.

Starting January, 2016 the newcomers will be involved in a math after school program and will also be invited to attend the Saturday Academy. The ESL staff invite and encourage the English Language Learners to participate in all school activities. They also clarify the different activities and programs to the students themselves and their parents. The goals of our afterschool activities are to provide students with many learning experiences and unique educational opportunities

10. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

At P.S. 130 there are a variety of materials to support our English Language Learners. Teachers integrate technology and audiovisual materials into the lessons... They also use OneLanguage.com, an online interactive resource. The English as Second Language labs have leveled libraries, including books in Spanish. Spanish language content materials in math, social studies and science are also available when needed. Bilingual There are listening centers with books on tape and compact disc. Computers are used regularly throughout the school year. Go Math materials are in the classroom in Spanish for native language ELL speakers.

11. How is home language support delivered in each program model (DL, TBE, and ENL)?

Students arriving new to the country are placed in small groups for ESL instruction. They take part in extra tutoring sessions to develop the basic communication skills that other beginners may have already acquired. Bilingual Glossary of Terms is provided in all the content areas to assist the native language speakers. The native language speakers of Spanish are usually placed in a monolingual setting with a teacher who speaks Spanish. These students also receive Spanish support in the content areas with their classroom teacher as well as the ESL teacher, who also speaks Spanish. The parents of newcomers are also invited to ESL workshops

12. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All required support services and resources correspond to the students' grade level, age, and NYSESLAT data. All our ESL groups are formed by grade level. All instruction is geared towards students' ages. The students are grouped as Beginners, Intermediates

13. 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).

If the school is aware of newly enrolled ELL students by June or July they are invited to attend our ELL summer enrichment academy. This provides good preparation for the upcoming school year.

:

14. What language electives are offered to ELLs?

There are no language electives offered at P.S. 130. Native language support is offered in Spanish and Bengali to meet the language needs of those newcomers that are mandated to take content area test

15. 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)?

N/A

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 ESL staff at P.S. 130 are active participants in ESL professional development. Our teachers, paraprofessionals, psychologist, occupational/physical therapist, speech therapist, parent coordinator, and administrators regularly attend professional development as offered by the LSO, NYU, and DOE. Our secretaries have received training on ELL program options and second language sensitivity. This year's plan includes workshops on writing for ELLs, a six day workshop on classroom strategies that can help teach math to ELLs, and a webinar titled, Leveling the Playing Field for English Language Learners in 2013 - A Systematic Approach. Since writing is challenging for many of our ELLs, this workshop will focus on helping our students find personal voice in their writing and developing their writing into longer pieces. Teachers will be instructed on using storyboards and graphic organizers to achieve this. An ESL teachers' library was established in the school's UFT ESL Teacher Center as a resource for monolingual teachers. Our monolingual teachers and ESL teachers who attend professional development outside of our school discuss the session during grade conferences and during our monthly professional development extended hours. In addition, our ESL teachers present and disseminate different techniques and resources on how to provide support for our ELLs.

2. What professional development is offered to teachers of ELL's?

. Our teachers are often involved in various professional development workshops that address the needs of ELLs as they engage in aligning instruction with the Common Core Learning Standards. Teaching literacy and supporting English-language acquisition is no longer the sole concern of the English-as-a-second language teachers but it is a collaborative effort amongst teachers. We give our teachers the opportunity to attend workshops for ELLs. Other Professional development include, Reading and Writing Nonfiction for ELLs Institute: Scaffold for Success, Brain Research: Keeping ELLs in Mind, and Research Briefs: Literacy and ELLs to name a few. In addition, we also offer in-house Professional development, which focuses on the common core standards and strategies to better support our ELL

3. What support do you provide to assist ELL's as the transition from middle and/ or middle to high school?

The ESL staff works closely with the Fifth-grade teachers and school administration in helping ELLs transition to middle school. Each student's unique situation is considered as well as available options for that student. Our guidance counselor meets with our ELLs and their parents to translate and provide information needed for this transition. Our guidance counselor, ESL teachers, and administrators meet with the monolingual teachers to discuss the options for our ELLs in the transition into a middle school. Our guidance counselor also attends workshops and meetings in the Network, the ISC, and DOE. Our guidance counselor disseminates this information during our faculty conferences, grade conference, and monthly meeting. The school leadership committee also supports our teachers and staff by disseminating information they receive during our monthly meetings and grade conferences. When possible, ESL staff notifies the middle school of the incoming ELLs and their circumstances. Our guidance counselor along with the Child Study Team which include administrators, teachers, psychologist, social worker, and support staff meet every Tuesday to discuss any concerns or issues with our ELLs.

4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff including non-ELL –teachers as per Jose

Our monolingual teachers either have completed or are in the process of completing the state mandated requirement of 7.5 hours in ESL training. ESL logs must be completed by those monolingual teachers and sign off by our ESL teachers and Principal. These ESL logs are kept in the teacher's personal files. A certified trainer in QTEL (Quality Teaching for English Learners) provided workshops to staff on effective ESL strategies and methodologies. All of our teachers are kept informed of other professional development opportunities focusing on second language acquisition. In addition, classroom teachers have the opportunity to attend ESL workshops at the school and at City level. Our ESL teachers will be conducting an ESL training during faculty and grade conferences Translation unit is contacted for needed Fulani translations. Spanish translations are conducted in house

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

School visits are made to the neighboring junior high schools. Parents are invited to attend a workshop and information session where they are encouraged to ask question about the transition to middle e school and are given information to take home.

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. P.S. 130 ensures that Marvelous Monday's are focused on Professional development topics that are of concern and importance to all teacher inducing ESL teachers. We also encourage teacher to do visit each other's classrooms to gather best practice ideas from their colleagues, to attend P. D.'s outside of the school, and to read current journal articles on ELL instruction. The ELL teachers also collaborate weekly with their colleagues to plan Ell instruction o that all children get the full impact of ESL.

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?

Paste response to question here: the school is in the process of coordinating a schedule as to hewer parents and teachers develop a time line to get updates regarding their children's progress. This might be through a phone conference, email or in person meetings.

Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are and accommodations are listed (e.g., in person meetings, phone calls, etc.)

Documentation for individual parent meetings for ELL's will be kept via a sign in-book including dates and times of the meeting. The teachers will keep a log of conferencing note documenting their conversation about progress for students. They will also include the parent's signature memorializing that the meeting took place.

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

. Fortunately at P.S.130 a tradition of parental involvement has been established. On September 28, 2015 the school held a Meet the Teacher Night which provided all parents, including our ELL parents, the opportunity to meet their respective teachers and become familiar with expectations and procedures. This is a well-attended event. In order to accommodate our ELL parents we provide native language interpretation and translation. Twice a year there are Family Literacy Nights, where parents participate in literacy activities with their children. These nights are held by school staff, including ESL staff. Many ELL parents attend these fun and enjoyable literacy activities. Annually in the spring, there is the Math Carnival. This event includes many fun math games and activities in a carnival setting. The children, including ELLs and their parents look forward to this event every year.

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

Currently there is no formal partnership with other agencies. However, staff provides our ELL parents with a directory to community based organizations to meet their individualized needs. Concerns and questions can also be addressed by our Parent Coordinator.

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

Parents' needs are evaluated through ongoing communication. The ESL staff meets with them during Open School Night, Parent-Teacher Conferences, and individual conferences as needed. Concerns and questions can also be addressed by our Parent Coordinator.

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

Parents have expressed concerns about being able to assist their students in English with limited English fluency. These concerns are addressed through Family Literacy nights, where families are shown ways to interact with text in many ways. Also, the ESL department maintains a library of bilingual books, as well as our school library, that are lent out to parents to share with their students. Parents have also expressed concerns about navigating the bureaucracy of the Department of Education. This concern is addressed primarily through one-on-one assistance by our parent coordinator. Also parents are made aware of the parent workshops and events sponsored by the Dept. of Ed. that address these issues. P.S. 36 provides ESL classes and Citizenship courses for parents interested in improving their skills.

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.

Part VI: LAP Assurances

School Name: _____		School DBN:	
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)
Lourdes Velasquez	Principal		10/20/15
Sabrina Moor	Assistant Principal		10/20/15
Maria Alers	Parent Coordinator		10/20/15
Deborah Montes	ENL/Bilingual Teacher		10/20/15
Maritza Morales	Parent		10/20/15
A, Paula	Teacher/Subject Area		10/20/15
C. Sforza	Teacher/Subject Area		10/20/15
Evelyn Hernandez	Coach		10/20/15
	Coach		10/20/15
Loida Martinez	School Counselor		10/20/15
Dr. Karen Ames	Superintendent		10/20/15
Jose Ruiz	Borough Field Support Center Staff Member		10/20/15
	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: **08X130** School Name: **130**
Superintendent: **Karen Ames**

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.

At PS130 we make sure that all eligible students receive the Home Language Survey in various languages. This gives parents the opportunity to decide the language they wish to communicate with the school. We assess parents' English proficiency from the data collected. This will help us communicate better with them. Teachers share their observations regarding home language with ESL teachers and administration. All of the communication that goes home is in both Spanish and English. We ensure that parents also receive DOE related materials. We also utilize the DOE's call-in interpretation services. We also use the help of City-year interns and Learning Leader volunteers to assist with interpretation.

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.

Spanish is the dominant home language. There are some families who speak other languages. There are a few families who speak languages of African descent. The ESL staff works closely with the school's sign coordinator to ensure that there are appropriate testing accommodations for eligible students.

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.)

At the beginning of the school year parents receive a welcome letter, school calendar, supply lists, , parents handbook, testing information, and information about the school curriculum.

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.

PS130 has many formal and informal interactions with parents. This begins with parent orientation for pre-k and kindergarten at the start of the year. Open House for all parents in September. Pep rallies throughout the year which parents are invited to. Family assistant and parent coordinator workshops. Parent-teacher conference and Parent Engagement Tuesdays.

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.

All documents that are given out to students are sent home in a timely manner. Parents receive reminders from the parent coordinator, in person during morning arrival and dismissal. Reminders are also sent by teachers to check for updates and notices.

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.

Translation services are met with on-site interpreters or in-house school staff. We consistently monitor students' language needs to ensure that all translation needs are met.

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.)

Specific staff will receive training in usage of translation services to best accommodate all students and families. This will include Language ID guide written notification, verbal, email and phone calls.

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

In accordance with the Chancellor's regulations and recommendations, our program provides parents with the knowledge of translation and interpretation services are available through Parent Newsletters. Parents are assisted with accessing the internet, Handbooks, and other resources.

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 periodically survey parents to gather their thoughts regarding the services they receive from our school. This information will enable us to assess the needs of our families and students and inform our next steps in planning ESL instruction.