



P.S. 135 SHELDON A. BROOKNER SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 18K135
ADDRESS: 684 LINDEN BOULEVARD
BROOKLYN, NEW YORK 11203

TELEPHONE: 718-693-4363
FAX: 718-941-0847

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 18k135 **SCHOOL NAME:** Sheldon A Brookner

SCHOOL ADDRESS: 684 Linden Blvd, Brooklyn, NY 11203

SCHOOL TELEPHONE: 718-693-4363 **FAX:** 718-941-0847

SCHOOL CONTACT PERSON: Pamela Wilson **EMAIL ADDRESS:** pwilson22@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CO-CHAIRPERSONS:

Audrey Rhoden-Barnswell
Barbara Gordon

PRINCIPAL:

Trevlyn McRae

UFT CHAPTER LEADER:

Ida St. Clair

PARENT TEACHER ASSOCIATION PRESIDENT:

Alicia DeFreitas

STUDENT REPRESENTATIVE:
(Required for high schools)

DISTRICT AND NETWORK INFORMATION

DISTRICT: 18

CHILDREN FIRST NETWORK (CFN): 303

NETWORK LEADER:

Dr. Kathleen Lavin

SUPERINTENDENT:

Ms. Beverly Wilkins

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Trevlyn McRae	*Principal or Designee	
Ida St.Clair	*UFT Chapter Chairperson or Designee	
Alicia DeFreitas	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Sheryl O’Neil	DC 37 Representative, if applicable	
Audrey Rhoden Barnswell	Member/Parent	
Carol Thomas	Member/Parent	
Barbara Gordon	Member/Parent	
Vivien Thomas	Member/Parent	
Tricia Delauney	Member/Parent	
Ellen Kaufman	Member/Teacher	
Pamela Daniels	Member/Teacher	
Linda Arcadi	Member/Teacher	
Charlene Hewitt	Member/Teacher	
Pamela Wilson	Member/Invited/Parent Coordinator	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P.S. 135 is a Pre-K -5 elementary school servicing a population of approximately 760 students. The school has two sites; the main building and the early childhood annex. The main building, located at 684 Linden Blvd. Brooklyn, NY, accommodates Pre-kindergarten, Grade 2 through Grade 5, and Students with Disabilities classes (12:1:1). The Early Childhood Center is located at 5811 Ditmas Avenue, Brooklyn, NY, and welcomes Kindergarten, Grade 1 and one 12:1:1 class.

In 2009- 2010, P.S. 135 was rated as a “B” school by the New York City Department of Education and classified as a “well-developed” school under Mayor Michael Bloomberg’s and Chancellor Joel I. Klein’s Children First Initiative reforms.

Our school staff consists of 55 teachers of which 100% are licensed and are permanently assigned to the school. 64.9 % of the teachers have more than two years of experience and 63.6% of our teachers have more than five years of experience. 82 % of teachers at P.S. 135 have Masters Degrees or other advanced degrees. We have three administrators, 15 paraprofessionals and two (2) guidance counselors.

The population of children consists of 93.93% African-American, 3.5% Hispanic, 0.81% Asian and white 1.6 %. There are 50.47% females and 49.53% males. Their families are working class poor, many in need of public assistance, with 75.4% of the students receiving free lunch, a poverty indicator. In Grades 3-5, 46% of our children have reached the New York State requirements in reading and 50.1% have reached it in mathematics.

Our school’s vision/mission is to have a community which guarantees that all children, including students with disabilities, ELL and high achieving students, are given an exemplary education that will allow them to reach their full potential. We want to see all of our children become critical thinkers, leaders and peacemakers of the 21st century. It is P.S.135's goal to provide developmental and enriched programs of instruction that promote high academic standards. In addition to utilizing standard bearing methods of instruction, we will continue to use proven strategies, which encompass the individual learning styles of all students.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	PS 135 The SHelson A Brookner School				
District:	18	DBN #:	18k135	School BEDS Code:	331800010135

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	35	34	36		94.6	95.4	95.1		
Kindergarten	99	100	109						
Grade 1	127	116	127	Student Stability: % of Enrollment					
Grade 2	126	126	116	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	131	118	124		93.1	92.5	93.3		
Grade 4	132	130	123						
Grade 5	126	127	133	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					77.7	75.4	85.5		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					17	51	69		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	776	751	769		6	4	10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	27	23	25	Principal Suspensions	17	41	15		
No. in Collaborative Team Teaching (CTT) Classes	8	19	16	Superintendent Suspensions	12	22	7		
Number all others	29	33	29						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	23	25	22	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	2	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	55	57	60
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	19	17	8
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	6	7	15
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	98.2
American Indian or Alaska Native	0.3	0.3	.01	Percent more than two years teaching in this school	72.7	64.9	70.0
Black or African American	94.3	93.9	94.1	Percent more than five years teaching anywhere	63.6	63.2	71.7
Hispanic or Latino	3.5	3.6	3.4				
Asian or Native Hawaiian/Other Pacific Isl.	0.4	0.4	0.7	Percent Masters Degree or higher	84	82	83.3
White	1.6	1.9	1.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.6	93.9	94.7
Multi-racial							
Male	47.6	49.1	49.2				
Female	52.4	50.9	50.8				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	x	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	✓	✓					
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities	x	✓					
Limited English Proficient							
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	3	4	1				

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-2010		Quality Review Results – 2008-2009	
Overall Letter Grade	B	Overall Evaluation:	NR
Overall Score	50.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	7.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	30.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	1.3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Our school is making steady gains in the areas of literacy and mathematic, however our special education subgroup did not make the necessary AYP gains in literacy.

- 1. By using Title I funds and CFE funds we reduced the register in the upper grades allowing for more teacher student interaction.*
- 2. We will continue to focus on attracting and supporting special education teachers who can help students in the self-contained classes increase in their literacy achievement.*
- 3. Our students are producing a different piece of genre writing each month which is reviewed by the administrators and placed in the students' portfolios.*
- 4. Our students are gaining a great deal of background knowledge by our implementation of the Core Knowledge curriculum. There is greater parent involvement by using the What Every Grader Needs to Know companion book. This makes it easy for the parents to follow along and engage in conversations about the curriculum with their children.*
- 5. Our school has implemented a Good Citizenship/Peer Monitor Program where potential leaders have been trained to assist during lunch periods. These students help to maintain a safe, respectful, honest and cooperative environment for all.*
- 6. The Student-Run bookstore is a resounding success at P.S. 135. Students apply and interview for positions such as advertising executives, sales clerks, cashiers and run the store two days each week. Learning how to make purchases, inventory and interact with customers are life skills they acquire during their stint as staffers in the bookstore.*
- 7. The Reading Buddy Program is a fun, relaxed program where students offer their time and enthusiasm to mentor their peers in grades 2-5. They are trained to be reading buddies and are buddied up in pairs for one on one reading together. They model good reading skills, provide opportunities to practice and help increase students' interest in books and reading.*
- 8. Our school uses online resources to assist the students in making greater gains in literacy. We use MClass to assess Grade K-2 students using ECLAS and DIBELS. We use Acuity's item skills analysis to identify students' areas of strength and areas of improvement. We provide small group instruction or TIA (targeted instructional assignments) to help students improve in the deficient skills. Students are also given customized assignments in Acuity to help them develop their deficient skills during Literacy Centers, Mathematics Centers, etc.*
- 9. Our school incorporated the use of differentiated teaching and learning activities that are closely linked to goal setting and reviewing procedures.*

- 10. We utilize our new Robin Hood library by providing open access hours before and after school, as well as during all lunch periods. We have a close relationship with the Rugby Branch Public Library. We provide parent workshops to support our parents and community, and thus enhance family literacy.*
- 11. The ELA and Math scores for 2009-2010 have shown a decline in student performance. This can be attributed to the increase in student performance level by the state. Our school has added a new computer based reading program, Achieve 3000 and VMathLive, to address the needs of students who need additional support. We are in the process of realigning our Everyday Math Curriculum with the Common Core Standards.*
- 12. We strive to ensure that our students have a well rounded education and that they are college and career ready. They attend clubs of their choice during the last period on Fridays. The P.S. 135 school band, singing group and the Elite Dance Troop provide enrichment for our school and the wider community.*
- 13. An additional barrier to our school's continuous improvement is having two (2) buildings separated by 1 ½ miles. The students in Kindergarten and First Grade are shuttled there by yellow bus. The location of the annex makes it difficult for articulation and observations to readily occur between the first and second grade teachers unless the administration hires substitute teachers to cover the classes. Some classes are located in the school yard in portables and there is no gymnasium or large holding area in the event of an emergency. The five stories of the building are challenging for some parents to navigate to get to their children's classrooms. Without an elevator, the school is not barrier-free.*

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goals	Description
Goal 1: By June 2011, 50% (36) of Grade K-5 students with disabilities will increase two or more Fountas and Pinnell benchmark goals from September 2010 to June 2011 in order to make Adequate Yearly Progress (AYP) in ELA.	Based on our needs assessment, and preliminary NYS cut scores, our students in the ELL and SWD subgroups are at risk. Therefore, the progress of this subgroup will be carefully monitored and actions and strategies will be put in place to promote accelerated academic achievement as indicated in Goal 1.
Goal 2: By June 2011, 52% (190) of Grades 3-5 students including general education, ELL/LEP students and students with disabilities will meet or exceed proficiency level 3 in mathematics standard and/or demonstrate proficiency level 3 in New York State Mathematics Test.	Based on an analysis of the Accountability Status Report for Elementary Level Math, it was determined that SWDs' and ELLs' performance is moderately below the performance of the All Student Group. Therefore, the performance of the subgroups will be closely monitored and actions will be put into place to promote academic achievement as indicated in Goal 2.
Goal 3: By June 2011, 73% (94) of Grade 4 students including general education, ELL/LEP students and students with disabilities will achieve Adequate Yearly Progress on the New York State Science Test.	Based on our analysis of state school wide data for science, it was determined that student performance was on par with this goal. Continued procedures will be monitored and refined to ensure continued performance at or above the set benchmark in Goal 3.
Goal 4: By June 2011, all students in Pre-K –5 will participate in activities related to dance, music, drama, technology and	Based on our school's variety of performing arts programs and the continued growth of our music, drama,

<p>visual arts. Through the implementation of the Core Knowledge curriculum these activities will be aligned with the New York State Standards for the Performing Arts. Success will be measured by a comparison of student involvement in the arts program in the previous to the current year.</p>	<p>technology, dance, and visual arts programs we envision continued student involvement to be an important educational asset. The continued support and collaboration with outside organizations as well as school initiated programs will ensure greater student participation in the arts as stated in Goal 4.</p>
<p>Goal 5: By June 2011, teams of teachers will participate in a minimum of 40 hours of professional development across all curriculum areas including assessments as measured by workshop attendance sheets.</p>	<p>Professional development is based on an analysis of assessment given in order to allow for a more focused and meaningful learning experience. Staff members meet on a weekly basis to collaborate, receive instruction or refine curriculum goals and plans to address immediate needs.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1: By June 2011, 50% (36) of Grade K-5 students with disabilities will increase two or more Fountas and Pinnell benchmark goals from September 2010 to June 2011 in order to make Adequate Yearly Progress (AYP) in ELA.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Responsible staff members: Classroom Teachers, SETTS, IEP/AIS, Supervisors, Literacy Coach, Data Specialist, Paraprofessionals, Family Worker</p> <p>Provide instruction in a balanced literacy program, aligned with the Chancellor’s Initiative, for 120 minutes per day within a print rich literacy environment which will provide daily opportunities for read alouds, shared reading, guided reading and independent reading.</p> <p>Science and Social Studies will also be included in the 120-minute literacy block of time.</p> <p>All literacy instruction will be aligned with the New Performance Standards in English Language Arts and with New York State Learning Standards.</p> <p>Aligned with the NYC uniform core curriculum, the program will include instruction in a systematic scope and sequence of phonics, letter name recognition, phonemic awareness, segmentation, blending, word building and specific listening, speaking and reading comprehension skills (summarizing, main idea, prediction, inference, cause/effect, sequence, drawing conclusions, details, comparing/contrasting, character analysis, vocabulary in context and strategies) utilizing the resources from Harvey & Goudvis Toolkit, <u>Strategies that Work</u>.</p> <p>Utilization of graphic organizers and corresponding frames including metacognitive strategies.</p>

Teaching Qualities of Writing Program [TQW] Lucy Caulkins (grades 3-5), Ralph Fletcher Craft Lessons Fiction and Non-Fiction Units of Study (grades 3-5) and Primary Units of Study (K-2) to assist students in developing their writing skills.

Book in a Bag, Read-a-thon, and Books and Beyond provide encouragement for reading at home.

Supplemental services with a Special Education Teacher Support Service and Academic Intervention Services

Assign homework daily in a specific reading skill/strategy.

Students will read a minimum of 25 books yearly (at least 4 by a single author or in one genre)

Provide instruction in the steps of the writing process and varied writer's craft (reports, responses to literature, narrative accounts and narrative procedures).

Use of overhead projectors and smart boards as motivational and instructional tools.

Provide instruction in the conventions of language and grammar.

Provide instruction in strategies to enhance speaking, listening and visual skills.

Provide instruction in appropriate test taking strategies.

Provide for the continual assessment of student achievement.

Evaluate spring 2010 ELA test scores

Evaluate periodic assessments for grades 3, 4 & 5

Provide small group instruction by the SETSS Teacher. [AIS]

Kindergarten-grade 5 including children with disabilities and ELL—(Academic Intervention Services)

Reduce class size for New York State testing Grades 3, 4 and 5.

Reading Buddies

	<p>Great Pajama Read Aloud</p> <p>Student run bookstore</p> <p>Read 180 – Grades 3, 4 & 5</p> <p>Aussie Literacy Consultant (K-5)</p> <p>Achieve 3000 Grade 3, 4 & 5</p> <p>Provide enrichment based summer school for targeted students.</p> <p>AIS Extended day will provide small group instruction for two and a half hours (2.5Hrs) per week.</p> <p>Students will be exposed to a state of the art facility, the Robin Hood Library which will also enhance family literacy.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources: Classroom Teacher - \$67,960, Paraprofessional - \$30,016, Family Worker - \$4,931, Counselor - \$11,518, Supplies - \$4,800, Transportation - \$200, and Parents, SBO</p> <p>Cost: \$122,852</p> <p>Funding Sources: SuperStart PreK 049381</p> <p>The following funding streams and resources will be utilized to implement this goal: Fair student Funding (Tax Levy), Title I, Title III SuperStart PreK, <i>C4E</i></p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interval of Periodic Review: October, January, March and May</p> <p>Instrument(s) of Measure: Fountas and Pinnell Benchmark Teacher Observations, Checklists, Supervisor Observations, Program Evaluation, Projects, Review of Student’s Work, Books and Beyond, Acuity, DIBELS, ECLAS-2, reading logs, Read-A-Thon, Book in a bag, Poetry Celebration, Writing Celebration, Author Study, Author Visits, Poem in a pocket, Accountable talk and Teacher assessment, Core Knowledge Unit assessments. In grades K - 2, 50% of the students will increase 1 guided reading level by January 2011. ECLAS-2 scores in reading accuracy and comprehension will increase one level in grades K-2 by June 2011.</p> <p>Projected Goal: 70% of students at the appropriate benchmark at grade level achievement of the periodic Fountas and Pinnell benchmark goals.</p> <p>Projected Gain: Students will progress by approximately 17% each benchmark until goal is obtained in May</p>

	<p>Complete Everyday Math Projects.</p> <p>Present awards for academic achievement – Grade 5</p> <p>Math Bee or game show competition</p> <p>Math-A-Thon Grades 2 - 5</p> <p>Everyday Mathematics Games</p> <p>Provide supplemental services by a Special Education Teacher Support Service and Academic Intervention Service</p> <p>Create holiday packets for students in December, February, and April based on Acuity</p> <p>Identify & support students for intervention through the funded mathematics program and based on teacher recommendations and test scores.</p> <p>Extended Day (AIS) will provide small group instruction for 2 hours & 20 minutes per week.</p> <p>Use overhead projectors, Smartboards and manipulatives as motivational and instructional tools.</p> <p>Evaluate Spring 2010 New York State Math test scores.</p> <p>Implementation of monthly Math Day & estimation station</p> <p>Reduce class size for New York State testing Grade 4.</p> <p>VMath Live Grade 2-5</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources: 1 Teacher - \$67, 960, AIS Support Staff - \$67,960, Materials and Parents. The following funding streams and resources will be utilized to implement this goal: Fair student Funding (Tax Levy), Title I, Title III SuperStart PreK, C4E Source: Tax-Levy (4245) Title I (041602), (91694) – Staff: Materials:</p>

Indicators of Interim Progress and/or Accomplishment
Include: interval of periodic review; instrument(s) of measure; projected gains

Intervals of Periodic Review: November, January, March, April
Instrument of Measure: Everyday Math Periodic Assessments New York State Math Test, Everyday Math Unit assessment, teacher observations, explorations, projects, portfolios, and teacher-created tests. NYS mathematics exams, formal and informal assessments including classroom. Monthly performance tasks, portfolios, teacher observations, data folios & ARIS
Projected Gain: 10% gain on ITA and Predictive tests, in-house tests.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-2011 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 3: By June 2011, 73% (94) of Grade 4 students including general education, ELL/LEP students and students with disabilities will achieve Adequate Yearly Progress on the New York State Science Test.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Responsible staff members: Classroom Teachers, Science Teachers, SETTS, IEP/AIS, Supervisors, Literacy Coach, Math Coach, Data Specialist.</p> <p>Provide instruction in hands-on inquiry based constructivist science with a focus on interdisciplinary strategies aligned with the NYS Learning Standards. Leveled science books for guided reading and classroom libraries.</p> <p>Harcourt Hands on Science Program for Grades K-5, Core curriculum textbook and workbook program</p> <p>Core Knowledge Science</p> <p>Provide participation in school-wide science fair & Math, Science, Technology Fair (MST)</p> <p>Implement computer software to enhance students’ understanding of science concepts</p> <p>Coordinate science trips that are aligned with the science curriculum and NYS Science Standards</p>

	<p>Participation in Global Learning and Observation to Benefit the Environment (GLOBE)- to improve student achievement across the curriculum with a focus on student research in Environmental and Earth Science.</p> <p>Lego Robotics – School Club</p> <p>Reduce class size for New York State testing Grade 4.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources: 1 Teacher \$67,960, 1 AIS Support Staff \$67,960 and Materials Source: Tax-Levy (4245) – Title I (041602), (91694) –Materials: \$9,000</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Intervals of Periodic Review: October, December, February, April Instrument of Measure: Past New York State Science Tests 02-09 Teacher Assessments, Journals, Portfolios, and the New York State Grade 4 statewide Elementary Science Program Evaluation Test, grades K-5 school-based interim assessments using item skills analysis.</p> <p>Projected Gains: 10% gains as measured by Science Fair Projects, Teacher Observations, Teacher Assessments, Journals, Portfolios, and the New York State Grade 4 statewide Elementary Science Program Evaluation Test, Grades K-5 school based interim assessment using item skills analysis, Science Research Projects</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, all students Pre-K –5, will participate in activities in dance, music, drama, technology and visual arts as a result of participation in our curriculum for the Arts. Through the implementation of the Core Knowledge curriculum these activities will be aligned with the New York State Standards for the Performing Arts. Success will be measured by a comparison of student involvement in the arts program last year against this year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Responsible staff members: Classroom Teachers, Music Teacher, Dance Teacher, Art Teacher, Literacy Coach, Math Coach, Supervisors, The Academy in association with Weill Music Institute and Carnegie Hall.</p> <p>The implementation of the Core Knowledge Curriculum will support a greater understanding of the arts.</p> <p>Dance: Students will identify and demonstrate movement elements and skills. Students will demonstrate basic dance movements that are typical of major world cultures.</p> <p>Music: Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, listening to and producing music. Students will examine the historical development of music over time and compare/contrast various musical pieces.</p> <p>Drama: Students will use creative drama, dance and music to communicate ideas/feelings, imitate experience through pantomime and play. Students will visit theaters, theater-related facilities and concerts and be able to discuss, interpret and evaluate theatrical performance</p>

	<p>using basic theater terminology. Writing and reading plays will be included in the literacy block.</p> <p>Visual Arts: Students will participate in individual and group activities discussing, responding to and making connections between various cultures, artists, specific artworks and styles. Students will utilize elements and principals of design, to create their own artwork. Students will extend their learning to various cultural experiences.</p> <p>The Javits Program develops art and literacy skills through the eight intelligences.</p> <p>Band/ Dance Group: students will perform in holiday shows, class plays, Black History Month Program, Ballet Tech, Chorus, and Seasonal concerts.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p>Resources: 3 Teachers each, Source: Tax-levy (4245) Title 1 Staff: Materials Capezio Ballet Makers Award (costumes)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Art Celebrations/ Displays/ Contests Theatrical Performances Display of murals and of various works of classroom art Student portfolios Concerts Acceptance of students into professional theatrical schools and art programs Early Childhood Center Core Knowledge Art Expo Articles in local newspapers Competitions Multi Cultural Day Celebration Ballet Tech Core Knowledge Expositions with art displays ACJW Academy Projects Arts after school dance and band program NYU LEAP for ALLL Residency</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 5: By June 2011, all teachers will participate in a minimum of 40 hours of professional development across all curriculum areas including assessments as measured by workshop attendance sheets.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Responsible Staff Members: Classroom Teachers, Supervisors, Support Service Teachers, Out of Classroom Teachers, Guidance, Paraprofessionals.</p> <p>Weekly Professional Development (SBO- lunch hour), Professional Development workshops (in school and out of school), Literacy Consultant, ACJW Academy, LEAP for ALLL NYU, Weekly Lunch and Learn, Core Knowledge conference, intra-visitations, buddy teachers, supervisors, grade leaders, mentors, Literacy Coach, Math Coach, and grade-level planning meetings.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>ACJW residency Title I, Literacy Support Consultant Title I, PD Training Title I, Marilyn Burns Workshops</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Teacher observations, evaluation feedback forms, snap shot observations, walk throughs, classroom environment (charts, libraries), student engagement, small group instruction, differentiation of instruction, strategies instruction and accountable talk, grade level beginning and end of year assessments; develop and monitor and evaluate short and long term goals.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Technology

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 80% of all students in P.S. 135 will demonstrate grade appropriate computer literacy skills as measured by the ability to use technology in research and to improve literacy and math.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In the area of technology, students use a variety of equipment and software packages to access and communicate information.</p> <p>At least 2 computers are located in each classroom in the main building with Internet and printer access. In the Annex, each classroom will have 2 computers with printer access in the library.</p> <p>Through City Council funding, we have laptops available for all grades.</p> <p>SmartBoards are located throughout the school, including but not limited to; each grade level, science lab, technology lab, special education classrooms and library. SmartBoards allow for visual interactive learning. It supports research based projects and hands on activities.</p> <p>We now have a state of the art computer lab, which was purchased with Resolution A Funds in 2008. The lab has enough computers to ensure that whole class instruction is possible. Students in grades 2-5 visit the computer lab on a weekly basis. Computer classes integrate technology into all curriculum areas to enhance alignment with NYS Standards.</p> <p>Open access periods are available to all students to use technology to support research and various learning styles.</p> <p>All students have access to online services and paid subscriptions to World Book, VMath live, MAPS 101, Achieve 3000. Students utilize the internet as a tool in order to gain global understanding of the world outside their community.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resource: Computer Teacher \$67,960 Materials Cost: \$13,000 Source: Tax Levy (4245), Title I \$1,000 State Funding NYSTL CUNY – Technology Intern - \$6000 TL</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Accountable Talk, Clear Expectations, Computer Reports and Socializing Intelligence</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	4	4	0	0	7	0	0	0
1	21	21	0	0	11	0	0	0
2	54	54	0	0	1	0	0	0
3	53	53	0	0	6	0	0	0
4	64	64	15	15	4	0	0	1
5	49	49	15	15	1	0	1	0
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>AIS – ELA during day, small group-pull out/push in program Acuity: Individually Targeted Assessments (ITA) – grades 3-5 Foundations- kindergarten-2nd grade Read 180 – grades 3-5 Achieve 3000 – grades 3-5 Scantron Performance Series: Targeted Instructional Assessment – grades 3-5 Wilson – grades 3-5 RIGBY – Special Education Teacher Support Services students - grades 2 -5 Extended Day; Grades K-5 – small group after school ELA Instruction Words Their Way – kindergarten and grade 1 Reading for Comprehension Readiness – kindergarten and grade 1 Targeted Reading Intervention– grades 2-5</p>
Mathematics:	<p>AIS – Math during day, small group-pull out/push in program Acuity: Individually Targeted Assessments (ITA) – grades 3-5 Everyday Math Games and CD Scantron Performance Series: Targeted Instructional Assessment – grades 3-5 Extended Day; Grades K-5 – small group after school math instruction Mathematic Skills, Concepts and Problem Solving – kindergarten and grade1 Targeted Mathematics Intervention – grades 2-5</p>
Science:	<p>AIS – Science during school, small group differentiated instruction Harcourt Science – kindergarten – grade 5 LEGO Robotics – During the school day, small group club</p>
Social Studies:	<p>During school day – small group Social Studies instruction</p>
At-risk Services Provided by the Guidance Counselor:	<p>During school day – small group and 1:1 sessions</p>

At-risk Services Provided by the School Psychologist:	During school day – 1:1 sessions
At-risk Services Provided by the Social Worker:	During school day – 1:1 sessions
At-risk Health-related Services:	During school day – 1:1 sessions

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under

Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: _____ BEDS Code: _____

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) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

There are a number of ways in which our school assesses the written translation and oral interpretation needs of our parents to ensure that all parents are provided with appropriate and timely information in a language they can understand.

- One method of assessment is through the HLIS (Home Language Identification Survey), which all parents of new admissions to the school are required to complete during the registration process. The HLIS is printed in a variety of languages and the parent will receive the language of choice for proper completion. Our in-house staff interpreters are called upon during the registration process. At our school, the following languages are identified: Arabic, Chinese, Haitian Creole, French and Spanish. We use the interpretation unit of the Department of Education for other languages spoken by our parents.
- Another method of assessment is the ATS system that provides information of the primary language of the students (RHLA).
- The Parent Coordinator at our school is another resource for determining the needs of parents. Calls are made to the students' homes and an assessment can be made as to the need for translation and oral interpretation to better understand an issue.
- Informal oral communication with parents and teachers also helps us determine the need for on staff interpreters or the need for an interpretation unit.
- Finally attendance at PTA meetings, and through parent conversations and requests, we establish lines of communication ensuring that parents are aware and fully understand what is happening in their child's academic development.

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

The major findings about the school's written translation and oral interpretation needs are distributed to the teachers and administrators as well as shared with the teachers during the School Leadership Team meetings.

The needs to be addressed include having translators at Parent Teacher Association meetings and Parent Teacher Conferences.

There are also standard letters in Haitian Creole, French, Spanish, Chinese and Arabic generated by the Department of Education. We will use the interpretation unit for other languages spoken by our parents.

Part B: Strategies and Activities

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

All parental correspondence, (letters, notices, flyers, permission slips, consent forms and parent handbooks) will be translated by the school staff or the Translation and Interpretation Unit, from English to the native languages of the students. (Arabic, Chinese, Haitian Creole, French and Spanish). Our School will translate documents, that contain individual student specific information including a student's health, legal or disciplinary matters, entitlement to public education or placement in any special education, English language learner or non-standard academic programs.

Our school will post in a conspicuous location, a sign in each of the covered languages indicating the office/room where a copy of the notification of parental rights regarding translation and interpretation services is located.

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

Our school will provide interpreters for parent orientations/meetings and teacher conferences. Translations will be carried out by our staff members, with the assistance of the Translation and Interpretation Unit. This service is available Monday through Friday from 8:00am to 5:00pm.

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

Our school will fulfill Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. We will translate letters and notices to parents in the appropriate languages for our school – Arabic, Chinese, French, Haitian Creole and Spanish. For translations in any other language we will use the services of the NYC DOE Translation and Interpretation Unit since we have no staff member who can do that. For the translations of French, Haitian Creole and Spanish, we will use our in-house staff to provide translations. For translations of Arabic and Chinese, we will use the Translation and Interpretation Unit. We will translate and provide translations as they arise.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$740,021	\$132,282	\$872,303
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,400	\$1,323	\$8,723
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$37,000	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$74,002	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
Based on our Fall 2010 BEDS survey, our current percentage of High Quality Teachers is 100%.

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. N/A

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

The Sheldon A. Brookner School
P.S. 135/District 18
718-693-4363, fax 718-941-0847

Trevlyn McRae, Principal, I.A.
Elizabeth Mitchell, Assistant Principal
Phuong Huynh, Assistant Principal, I.A. ECC

SCHOOL PARENTAL INVOLVEMENT POLICY 2010-2011

PART I: GENERAL EXPECTATIONS

P.S. 135, The Sheldon A. Brookner School, agrees to implement the following statutory requirements:

- The school will put into operation, programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with section 1118-Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will provide full opportunities for the participation of students with Limited English Proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under state law in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is used.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:
Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving students academic learning and other school activities, including:
 - ❖ That parents play an integral role in assisting in their child's learning;
 - ❖ That parents are encouraged to be actively involved in their child's education at school;
 - ❖ That parents are full partners in their child's education and included, as appropriate, in the decision-making and on advisory committees to assist in the education of their child; *and*
 - ❖ The carrying out of other activities, such as those described in Section 1118- Parental Involvement of the ESEA.

PART II: DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. P.S. 135 will take the following actions to involve parents in the joint development of the District Parents Involvement Plan by:
 - Sharing parental concerns and suggestions with the District on an ongoing basis; *and*
 - According to the District Parental Involvement Plan
2. P.S. 135 will take the following actions to involve parents in the process of school review and improvement by:
 - Notifying parents of any change regarding the school's status
 - Including the School Leadership Team in the planning of the Comprehensive Educational Plan (CEP)
3. P.S. 135 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following programs, Universal Pre-K by:
 - Including parents of Universal Pre-K students in all parent involvement initiatives developed and implemented by the school, the district and the region.
4. P.S. 135 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies by:
 - Issuing a parental survey to evaluate parental involvement in the school. Parental survey will be developed by the parent coordinator who will implement results of the survey into parental involvement initiatives and into the school's parent involvement policy. The role parents will play in the evaluation is to respond to the survey and direct their concerns to the parent coordinator.
5. P.S. 135 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, through the following activities specifically described below:
 - By providing assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
 - The State's academic content standards;

- The State's student academic achievement standards;
 - The State and local academic assessments including alternate assessments;
 - The requirements of Title I, Part A;
 - How to monitor their child's progress; *and*
 - How to work with educators.
- By undertaking the actions described below:
 - Conducting parent workshops related to curriculum and instruction;
 - Notifying parents of their children's progress and explaining State benchmarks
 - Developing guides for parents to understand the NYS Individual Student Report;
 - Providing assistance on an ongoing basis to individual parents who have directed their concerns or questions to the parent coordinator.
 - The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology to foster parental involvement by:
 - Conducting parent workshops;
 - Distribution of monthly parent literacy newsletter with tips for parents.
 - The school will, with the assistance of the district and parents, teachers, pupil services personnel, principals, and other staff, recognize the value and unique contribution of parents. To further foster the parent-school relationship and its beneficial ties, the school will:
 - Provide information through workshops, PTA meetings and parent letters.
 - The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Superstart, Home Instruction Programs for Preschool Youngsters and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
 - Having an area in the building designated as the parent room facilitated by the parent coordinator.
 - The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parent of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - Sending notices home with students
 - Distributing additional notices to parents during arrival and/or dismissal
 - Posting notices on the parent bulletin board located inside the main lobby or outside the parent coordinator room 201.
 - PIP Distribution Date: Nov. 3, 2010

- PIP Evaluation Date: Nov. 3, 2010

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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SCHOOL-PARENT COMPACT 2010-2011

The Sheldon Brookner Public School 135 and the parents of students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

SCHOOL RESPONSIBILITIES

We, the **STAFF** of PS 135, will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Ensuring a safe and healthy environment > Providing professional development to staff > Working together with parents
- Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Conferences will be held on the following dates:

FALL- *Tuesday, November 9, 2010 – afternoon, 1:00-2:30pm*
Tuesday, November 9, 2010 – evening, 6:00-8:30pm

SPRING- *Tuesday, March 5, 2011 – afternoon, 1:00-2:30pm*
Tuesday, March 5, 2011 – evening, 6:00-8:30pm

- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Student Progress Reports will be distributed in October, January and May.
 - After each marking period a Report Card will be produced for each student;
 - As needed, school personnel will contact parents by written letter or telephone call when specific concerns arise.
 - Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - During the school day by telephone or visiting the school. Meetings with teachers that are pre-arranged.
 - The Parent Coordinator, located in Room 201 and contacted by cellular phone at (347) 563-4729 or by email, pwilson22@schools.nyc.gov
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Classroom volunteers attend a Learning Leaders orientation, (contact the parent coordinator for more information)

➤ Classroom observations can be arranged.

- Provide a welcoming environment for students and parents.
- Involve parents in the planning, review and improvement of school's parental involvement policy, in a organized, ongoing, and timely way.
- Provide each parent with an individual student report about the performance of their child on the State assessment in at least English Language Arts and Mathematics.

PARENT RESPONSIBILITIES

We, as **PARENTS** will support our children in the following ways:

- Ensuring my child is in school by 8:20 AM each day and prepared for instruction;
 - Monitoring attendance;
 - Talking with my child each day about his/her school activities;
 - Scheduling daily homework time;
 - Providing an environment conducive for study;
 - Ensuring homework is completed correctly to the best of my ability;
 - Monitoring the amount of television and the types of shows my child watches;
 - Participating, as appropriate, in decisions relating to my children's education;
 - Promoting positive use of my child's extracurricular time;
 - Participating in school activities/functions on a regular basis, including attending PTA meetings and parent workshops;
 - Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate including completing a school lunch form;
 - Reading together with my child on a regular basis;
 - Ensuring my child has a library card;
 - Communicating positive values and character traits, such as respect, hard work and responsibility;
 - Helping my child accept consequences for negative behavior;
 - Being aware of and following the rules and regulations of the school, district and region;
 - Supporting the city and school's discipline policy;
 - Express high expectations and offer praise and encouragement for achievement;
 - Review Compact with my child and file copy of Compact in a secure place.

STUDENT RESPONSIBILITIES

We, as **STUDENTS**, will share the responsibility to improve our academic achievement and achieve State's high standards. Specifically, we will:

- Come to school ready to do my best and be the best;

- Come to school with all the necessary tools of learning- pens, pencils, books, etc. and other supplies requested by the teacher;
- Listen and follow directions given by the teacher and other school personnel;
- Participate in class discussions and activities;
- Be honest and respect the rights of others;
- Follow rules of conduct in the classroom and the school;
- Follow the schools dress code;
- Ask for help when I do not understand something;
- Do my homework every day and ask for help when I need to;
- Study class lessons and prepare for tests;
- Read at least 30 minutes every day outside of school time, individually and/or with my parents;
- Get adequate sleep every night;
- Use the school and public library to get information and to find books that I enjoy reading;
- Give my parents/guardians all notices and information I receive at school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. See page 9 of CEP
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - At P.S. 135 we make every effort to:
 - address the needs of all the children in the school, and particularly the needs of low academic achieving children and those who are at risk of not meeting the adequate yearly progress required by the state, Students who are part of a target population based on performance are monitored to evaluate that the implemented strategies and/or programs are effective and will ensure they make measurable gains
 - differentiate instruction in all curriculum areas to support the achievement of all students across a wide performance field. Individually created benchmarks have been implemented for our gifted programs in order to differentiate and continue to differentiate instruction and set rigor in the classroom.
 - Use periodic assessment data which is evaluated by item skills analysis and teachers provide specific targeted instruction (TIA) in areas of deficiency or concern using small group instruction and computer assisted/generated assignments such as Acuity and Scantron Performance Series.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - At P.S. 135
 - We have increased the amount and quality of learning time in all subject areas
 - An AIS/IEP teacher provides at-risk intervention services during the day to students in all grades and students who are at risk of not making adequate yearly gains.
 - Students who scored a Level 1 or 2, including ELLs scoring below proficiency on the NYSELAT are seen in small groups for individualized delivery of instruction.
 - Academic Intervention Services (AIS) personnel provide additional instruction for at risk students.
 - ECLAS, City and State exams, Acuity reports, unit reviews, monthly genre writing, reports, projects, computer assignments and all other assessments are used by teachers to differentiate and drive instruction.
 - During the literacy block, teachers conference with children to help them improve in areas of weakness.
 - Help provide an enriched and accelerated curriculum.
 - Through differentiation, students are given the opportunity to excel and have access to a variety of additional resources to facilitate research and completion of projects in all curriculum areas
 - Meet the educational needs of historically underserved populations.

- Extended Day Program for Grades K-5
 - ELL after school program, three days a week, for ELL students
 - AIS intervention 3 days per week, 50 minutes each day
 - AIS personnel provide additional instruction for at-risk children in the areas of ELA and math. Assessment data is analyzed and Instructional Targeted Assessments (ITA) are created.
 - The Wilson Reading Program is utilized in Grades 3-5
 - The Scholastic READ 180 program is for targeted students in Grades 3-5
 - The Scantron Performance Series program is used to monitor and adjust assessment instruction to the student's level
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Guidance Services will be used to improve the conflict resolution skills of students
 - Guidance counseling is provided during school hours in a small group or individual setting depending upon the needs of the child. The purpose is to help the children develop knowledge and understanding of themselves and others to better reach their full potential.
 - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

- a. All recruited teachers will be appropriately certified.
- b. Highly qualified candidates are recruited from the DOE Hiring Fairs
- c. Teachers receive ongoing Professional Development once a week

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- a. The school provides professional development in the areas indicated by the academic needs of the students. Professional development will take place on days as prescribed by the DOE guidelines and the Chancellor's designated Conference Days. As per our school SBO, teachers will also meet for one hour during lunch every Monday for professional development.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- a. The Principal in collaboration with the Integrated Service Center (ISC) Personnel Manager and Liaisons, will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department. Teachers are recruited from DOE Hiring Fairs.

6. Strategies to increase parental involvement through means such as family literacy services.

- a. The school will continue to implement the position of a full time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns.

Trainings for parents and community members will include:

- Support for parents' understanding of, and participation in instructional activities
 - Parent literacy development workshops
 - Family literacy program in the Robin Hood Library conducted by the certified school librarian
 - Support for increased parent participation on the School Leadership Team and subcommittees
 - Family support resources in the community in the areas of career development, health and social services, etc.
 - Outreach and recruit programs/services for children and youth (tutorial, self-esteem, health, emotional support, mentoring, athletic skills, fine and performing arts)
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
- Our two full day Pre-Kindergarten classes teach the children early literacy and mathematics readiness skills and social skills to prepare them for Kindergarten. Through the support of NYU Child Study Parent Corps program, parents are invited to play a key role in their child's educational via weekly parent workshops and counseling sessions.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- a. At P.S. 135 we include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve the achievement of individual students and the overall instructional program. Teachers meet periodically to participate in staff development to better understand and interpret test data and implications to drive instruction. Teachers will have many opportunities to discuss assessments particularly at the following times:
 - i. Chancellor's Conference Day
 - ii. Monthly Faculty Conferences
 - iii. Weekly Professional Development
 - iv. Individuals meetings with Literacy and Math coach when requested
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
- At P.S. 135, we coordinate and integrate the following federal, state and local services and programs:
 - OST after school program funded by the N.Y.C.D.Y.C.D. (New York City Department of Youth and Community Development)
 - Leadership Skills Program: to build character education, funded by a NYS Violence Prevention grant
 - Campaign for Fiscal Equity: to reduce class size
 - Title III funding for an English Language Learners after school program to become proficient in English

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Ms. McRae 11/16/10

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education

Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$621,618	✓	
Title I, Part A (ARRA)	Federal	✓			\$1,323	✓	
Title II, Part A	Federal						
Title III, Part A	Federal	✓			\$15,000	✓	
Title IV	Federal						
IDEA	Federal						

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Tax Levy	Local	✓			\$3,128,229	✓	Write page #
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Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year
Data as of 11/15/2010

Grade Level	Temporary	Shelter	Doubled Up
Pre-Kindergarten	0	0	0
Kindergarten	1	0	3
Grade 1	2	0	3
Grade 2	0	0	3
Grade 3	2	0	0
Grade 4	1	0	4
Grade 5	3	1	2

2. Please describe the services you are planning to provide to the STH population.
 - Parent Coordinator will provide basic school supplies and uniforms when needed
 - Academic Intervention offered as needed – Extended Day 50 minutes 3 times per week
 - Arrange Transportation (yellow bus or Metro cards for students)
 - Guidance Counselor and Social Worker will provided crisis counseling as needed
 - Selected grade 4 and 5 students are invited to participate in the Penny Harvest Committee and related community service activities
 - Outreach provided by guidance counselor and parent coordinator to parents of Students in Temporary Housing to access after school programs and counseling outside of the school

- Open library hours in the Robin Hood Library before school from 7:30-8:00 a.m., during lunch hours 11:00 a.m. – 1:00 p.m. and after school 2:40-3:30 p.m.
- Parent Coordinator provides workshops

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 135 Sheldon A. Brookner					
District:	18	DBN:	18K135	School		331800010135

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	34	36	36		94.6	95.4	95.1
Kindergarten	100	109	110				
Grade 1	116	127	115	Student Stability - % of Enrollment:			
Grade 2	126	116	132	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	118	124	120		93.1	92.5	93.3
Grade 4	130	123	132				
Grade 5	127	133	111	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		77.7	85.5	91.1
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		17	51	69
Grade 12	0	0	0				
Ungraded	0	1	2	Recent Immigrants - Total Number:			
Total	751	769	758	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					6	4	10

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	23	25	31	Principal Suspensions	17	41	15
# in Collaborative Team Teaching (CTT) Classes	19	16	14	Superintendent Suspensions	12	22	7
Number all others	33	29	29				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0
# receiving ESL services only	25	22	TBD				
# ELLs with IEPs	0	2	TBD				

Number of Staff - Includes all full-time staff:				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	25	22	TBD	Number of Teachers	55	57	60
# ELLs with IEPs	0	2	TBD	Number of Administrators and Other Professionals	19	17	8
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	6	7	15

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.2
				% more than 2 years teaching in this school	72.7	64.9	70.0
				% more than 5 years teaching anywhere	63.6	63.2	71.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	82.0	83.3
American Indian or Alaska Native	0.3	0.1	0.1	% core classes taught by "highly qualified" teachers	96.6	93.9	94.7
Black or African American	93.9	94.1	94.2				
Hispanic or Latino	3.6	3.4	3.4				
Asian or Native Hawaiian/Other Pacific	0.4	0.7	0.8				
White	1.9	1.6	1.5				
Male	49.1	49.2	50.7				
Female	50.9	50.8	49.3				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	X	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Students with Disabilities	X	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	3	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	50.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	30.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 303	District 18	School Number 135	School Name Sheldon A. Brookner
Principal Trevlyn McRae		Assistant Principal E. Mitchell, P. Huynh	
Coach Christana Dans- Math Coach		Coach Sylvia Rollock- Literacy Coach	
Teacher/Subject Area ESL Teacher- Gina Douglas		Guidance Counselor Lisa Sher	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Pamela Wilson	
Related Service Provider type here		Other type here	
Network Leader type here		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	759	Total Number of ELLs	32	ELLs as Share of Total Student Population (%)	4.22%
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Part II: 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 those students who may possibly be 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. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After 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.

ELL Identification Process

At P.S. 135 possible ELL's are identified by administering the home language identification survey (HLIS) which includes the informal oral interview in English and in their native language. Gina Douglas, certified ESL Teacher, will conduct the survey. Ms. Douglas will have the student read the story and provide simple math facts to solve on the new admit's grade level. The HLIS is given in the language of the parent.

The students are tested with the revised language Assessment Battery test (LAB-R) within 10 days of entry to P.S. 135. Gina Douglas, ESL Teacher, will hand score the test and the results will determine if the student is proficient in English or needs to attend the free standing pull out English as a Second Language (ESL) Program at P.S. 135 with the ESL Teacher. To evaluate the ELLs annually, the New York State English as a Second Language Achievement Test (NYSESLAT) was administered in the Spring 2010 and according to their results, ELLs will be placed in the ESL Program and the parents choice.

Once a student is identified, the parent must be notified and informed of ELL Programs in a language that they understand and given an opportunity to select a program for their child from one of the three educational programs for ELLs: The Dual Language Program, The Transitional Bilingual Education Program, or the ESL Program. Next, parents are invited to an ELLs orientation to watch a video in their native language regarding their options upon the three choices (Dual Language, Transitional Bilingual, or ESL). An informal oral interview is what we use to interview the student informally. The Spanish LAB should be administered by a pedagogue to any Spanish child who fails the LAB-R.

The parents complete the Parent Survey and Program Selection form and their child is placed in the requested program. After reviewing the Parent Survey and Program Selection Forms for the past few years the majority of the newly enrolled ELLs parents request the ESL Program. The seven newly enrolled parents selected the ESL Program at P.S. 135. The few parents who requested programs not available at our school were offered transfer options. ELLs participating in the Free Standing ESL Program must receive language arts and subject matter instruction in English through the use of specific ESL instructional strategies. It is expected that ELLs achieve proficiency in English within three years. The Parent Survey Forms are put in the students cumulative folder and the ESL Teacher keeps a copy on file.

The Parent Coordinator, Ms. Pamela Wilson, and the ESL Teacher Gina Douglas will give the entitlement letters to the new ELLs' parents and then the letters are returned to the ESL Teacher when completed by the parent. The letters are given in the native language of the parent.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	28	Special Education	2
SIFE	5	ELLs receiving service 4-6 years	4	Long-Term (completed 6 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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	21	5	2	4	0	0	0	0	0	25
Total	21	5	2	4	0	0	0	0	0	25

Number of ELLs in a TBE program who are in alternate placement: 0

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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0

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
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish	0																		0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish					1	1								2
Chinese	1	1												2
Russian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Bengali														0
Urdu														0
Arabic		1			2	1								4
Haitian	2	3	4	3	3	5								20
French				1	1	1								3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												1
TOTAL	3	6	4	4	7	8	0	32						

Part IV: ELL Programming

A. Programming and Scheduling Information

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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - 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 ELLs identified as having special needs.

The LAB-R scores guide the ESL Teacher to provide appropriate instructional placement to support the ELLs with English Language development. At P.S 135, a pull out program is used and the ELLs are grouped by grades. Kindergarten and grade 1 together, grade 2 and grade 3 together and grade 4 and grade 5 together. The ELLs receive the necessary ESL and ELA instructional units as required by Commissioner's Regulations Part 154. The English Proficiency as per score on the NYSESLAT or LAB-R (for new admits): Beginners (B) ELLs must receive 360 minutes per week of ESL instruction. Intermediate (I) ELLs must receive 360 minutes. Advanced (A) ELLs must receive 180 minutes per week of ESL instruction and 180 minutes per week of ELA instruction. All ELLs must receive the required minutes of ESL instruction in "equal daily allotment" as per CR Part 154 Regulations.

P.S 135 provide ESL services to our ELLs through a pullout program. The instruction and distribution of time is in accordance with Part 154. Our B (Beginning) and I (Intermediate) level students receive two units (360 minutes) of ESL per week. Our A (Advanced) level students receive one ESL unit (180 minutes) and one ELA unit per week.

The new admits who enter consistently throughout the year into grades k through 5 may come with little or no formal education

from their native countries. All ELL students are held to the same high academic standards as the monolingual students at P.S. 135. All students participate in a 120 minute literacy block, which incorporates the components of a balanced literacy program, including read aloud, shared reading, guided reading and the writing workshop. The uniform curriculum in literacy and mathematics is taught to all students and is organized around major concepts/themes that students are expected to learn while developing academic language using ESL strategies. The instructional materials used to support ELL students in all content areas include Everyday Mathematics, NYS Coach Testing Book for grades 3 through 5, Elements of Daily Math for grades 2 through 5, test book which supplements Everyday Mathematics.

The instructional plan for SIFE is for these students to receive rigorous grade instruction in all content areas taught in English. These students will also attend the extended day program 3 times a week receiving literacy instruction and targeted mathematics intervention. The ELLs will also receive AIS which provides targeted instruction in listening, speaking, reading, and writing. They will use the program Read 180.

The instructional plan for new comers (less than 3 years) is to ensure that they meet the city and state standards. P.S.135 will utilize many different strategies and activities to ensure that ELL students learn their new language. Some strategies include cooperative learning, thematic units, modeling, scaffolding, graphic organizers and differentiated instruction. Materials used: Words Their Way for Phonemic Awareness, Just Right Reading for Comprehension Skills and books on tapes to build oral fluency.

The content area instruction materials we use to support ELLs are: Phonics Skills Reinforcement Activities published by Rosen Classroom Books and Materials; NY. Alpha Kids: The Alphabet Books, Sundance publishing; Best practices in Reading Levels A, B, C Options Publishing Inc.; Just Right Reading Levels A, B, C, D, E Options Publishing; Language for Learning Levels C, D, E; and Building Content Area and Academic Vocabulary Options Publishing. Various multicultural big books and story books are provided for pleasured reading and information to demonstrate cross - cultural knowledge and understanding.

The instructional plan for ELLs receiving service 4 to 6 years are the Extended Day Program 3 days a week, AIS, and Grades 2-5 ELLs will participate in the TITLE III ELLs After School Program from 3:30 p.m. - 5:00 p.m. three days per week.

The instructional plan for long term ELLs (completed 6 years) will be extended day program three days a week, AIS, targeted instruction allowing the ELLs to receive targeted instruction in Math, ELA, and ESL. Referrals for long term ELLs, summer school and counseling are based on their individual needs and conflict resolution skills.

The instructional plan for ELLs identified as having special needs will receive group or individual counseling based on their individual needs or conflict resolution skills.

The targeted intervention programs for ELLs are the Wilson Program and Read 180 with the use of laptops. Several ELLs on the testing grade attend this program. There is a new after school program meeting 3 times a week just for ELLs to become proficient in English for 1 and a half hours. This program will develop fluency and proficiency.

ELLs will be provided with specific strategies to help develop their listening, speaking, reading and writing skills. Activities will be implemented to guide students in reading. Some activities include shared reading, guided reading, the use of language cards, books on tape, poetry, theme packs, access to picture and foreign language dictionaries, graphic organizers, and the use of puppets to re-enact various texts.

The ESL Teacher at P.S 135 incorporates the components of balanced literacy in small group instruction. In order to ensure continuity of learning and to address the instructional needs of all ELLs, the ESL Teacher and Classroom teachers articulate weekly to discuss the progress the students are making in literacy, science, social studies and mathematics.

In the ESL Classroom, the ELLs are grouped on proficiency levels. This type of grouping allows the opportunity to provide differentiated instruction. ELLs with higher levels serve as models for beginner ELLs, thereby achieving higher levels of academic language.

Everyday Mathematics is P.S. 135's chosen curriculum for grades K through 5. Children are engaged in the learning of the math process by using manipulatives to build a strong mathematical foundation. At P.S 135, we want all students including ELLs to become adept at problem solving and engage in critical thinking, thereby demonstrating their ability to find solutions that work for them.

The instructional materials, including technology, that are used at P.S 135 are the following:

Read 180 - technology program for grades 3 to 5 - ELLs use laptops with this program to enhance their reading comprehension skills.

ACHIEVE 3000 - technology program for grades 3 through 5 - ELLs use laptops to reinforce skills that are taught in small groups. The AIS Teacher works with these ELLs.

Rigby by Design is another reading program. which involves technology.

the ELLs are tested first and then the ESL teacher teaches them on their level. Some components are phonics, reading, vocabulary and comprehension. In this program there are two levels: K - 2, primary kit, and Grades 3 - 5, intermediate kit.

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

We will use multicultural books such as "A Chair for My Mother" and "Dumpling Soup" for the content area of social studies to discuss different cultures. The plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT is to continue with AIS instruction and Extended Day 3 times a week. Continue with test prep using the NYSESLAT test preparation books. We will incorporate more technology such as Leap Pad for early intervention for phonics and word study.

We will continue to utilize all the programs (TITLE III After School program, Extended Day three times per week and AIS during the day) to support instruction for our ELLs and nothing will be discontinued. All ELLs are invited to participate in all programs like the monolingual population. Native language support is used in the ESL program by the staff that speak the language of the ELLs. All services are provided for ELLs on grade levels such as guidance, speech and SETTS. All services are provided for ELLs on grade levels such as Guidance, Speech and SETTS. The ELLs are offered [REDACTED] there are no other language programs in this school.

Native Language support is delivered at P.S. 135 through the use of many Bilingual staff members. At P.S 135, we call on the many staff members such as our social worker and family worker who speak fluent Haitian Creole to assist and help the ELL students adjust to their class and school environment. There are also teachers who speak fluent Spanish and Haitian Creole. Usually ELL students are placed in those classrooms when available. These teachers seek out and help the ELL students. There are also paraprofessionals who assist by giving instructional support to ELL students. Dictionaries have been order in their native languages (Spanish, Haitian Creole, and Arabic) for the ELLs to be used in the ESL Program.

Glossaries in the Native Languages of the ELL's are given to the ELL's in the content areas of Math and Science. The ELLs use these glossaries during class time to become familiar with the terminology on the State Test.

The ESL Teacher and the Principal can also contact BTEC for support for material for the ELL's. The OELL (Office of English Language Learners) is also available to give the teachers of ELL's support to help the ELL's.

At P.S. 135 there are two guidance counselors that service the school at different grade levels. There is a guidance counselor at our ECC (Early Childhood Center) for grades K through 1. The guidance counselor gives the ELLs at the ECC emotional support from the time they arrive by introducing the new ELL to students in their new class. If there is another native language speaking student the guidance

counselor makes sure the new ELL can be paired with them for support during the day. The guidance counselor also seeks help from any staff member for translations if needed to help the ELLs. The guidance counselor will also help the ELLs' parents with any important documentation such as medical needs and school needs.

At the main building of P.S. 135 the guidance counselor provides services for grades 2 through 5. The guidance counselor may have groups of individual sessions to listen to the needs of the ELL students. If the ELL student cannot speak any English the guidance counselor will let them draw (Art Therapy) to communicate. The guidance counselor will ask the classroom teacher to buddy up the new ELL with another student who speaks the native language of the ELL. The guidance counselor will reach out to the parents to discuss any problems with the ELLs' (Behavior, meeting school needs and testing). If needed, translation will be provided by the staff.

At P.S. 135 we assess the newly enrolled ELL students before the beginning of the new school year, with the Principal giving the ELLs a school walk-through of the school building. The tour basically involves showing the new ELLs the cafeteria, the gym, the restrooms for boys and girls, the Library, the Auditorium, and the line up areas for specific grades. A school walk-through is provided to familiarize both students and parents with the school procedures, settings and expectations.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional Development and Support for School Staff

The professional development plans are designed to promote high levels of academic achievement while integrating second language instruction. Professional development workshops are conducted outside the school. The ESL teacher attends these meetings on a monthly basis.

The 7.5 hours of ESL mandated professional development will be fulfilled for all staff. The ESL Teacher will articulate how to bring the ELLs to fluency and proficiency in English through the use of a weekly articulation sheet and meetings.

The ELLs will obtain support such as meeting with the guidance counselor to discuss the different types of middle schools, program and activities available to them when they transition from P.S. 135 to the middle school. There will be meetings with parents about the middle schools. ELLs will take a walk through to the middle schools to become familiar with school procedures, settings and expectations.

As part of our ongoing professional development, the ESL teacher will meet regularly and communicate with classroom teachers, subject area teachers, paraprofessionals and special education teacher on how to integrate instructional strategies to address the needs of ELLs. The ESL teacher will specifically discuss the newcomers, long term ELLs, Special Education ELLs and ELLs who have reached proficiency.

Teachers and the ESL teacher will have targeted instruction for ELLs SIFE, and long term ELLs by providing small group targeted instruction via TITLE I programs for ELA, Math and ESL. The AIS teacher will provide targeted instruction in listening, reading, speaking and writing.

Guidance counselors will provide ELLs, SIFE and long term ELLs group counseling or individual counseling based on their individual

needs or conflict resolution skills.

The secretaries at P.S. 135 make sure the parents of the ELLs receives the correct HLIS (Home Language Identification Survey From) in their appropriate language. The secretary notifies the ESL teacher of a possible new ELL, and the secretary gives the parents all of the necessary information (sometimes through an interpreter) about the school procedures, meetings, uniforms, bus information, arrival and dismissal time, lunch schedules for the ELLs.

The Parent Coordinator and the ESL teacher help the parents of the ELLs with the Orientation meeting and different workshops for parents. The Parent Coordinator will provide all activities for all parents including ELL parents.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

At P.S. 135 we increase parental participation in various school activities and make parents partners in the educational process.

Parents are involved on various committee including Parent Teacher Association, School Leadership Team and the Parent Advisory Council. Parents are encouraged to participate in school activities, assemblies and field trips. All parent correspondence including letter, flyers and other communications are translated into a variety of languages spoken by our multilingual families. Translators are available for languages such as Arabic.

All parents of ELLs are invited to participate in Curriculum Night during the month of September. At this time, ELL parents are informed about school expectations, assessments, city/state standards and the ESL Program.

At P.S. 135, there are many ways to involve the parent community including the parents of ELLs. The Parent Coordinator conducts a workshop called ARIS Parent Link for parents to go online to access their child's grades and monitor attendance of their child.

There is a Title I/ Academic Intervention service program designed to improve the child's academic achievement. At this meeting, the parents will be made aware of the services their child is receiving. The parents will meet several of the faculty who will discuss and answer the questions regarding the programs. In attendance will be SETSS Teacher, Math Coach, Literacy Coach, AIS Teacher, Guidance Counselor, Math Staff Developer, Parent Coordinator and the ESL Teacher.

There is also a workshop for parents on the testing grades (3rd, 4th, and 5th) to discuss the upcoming ELA and Math State Test.

There is a Pajama Read Aloud Night where the students come in their pajamas and are read to by some of the staff members.

There is also Movie Night/ Family Night where families gather to meet other families to discuss school matters.

Parents of children identified as an ELL are invited to all of these workshops.

We meet the needs of parents who need translation through the use of in-house staff who speak the same language of ELLs or by the Translation/ Interpretation Unit Services.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	2	1	2	1	3								12
Intermediate(I)	0	3	2	0	2	2								9
Advanced (A)	0	0	1	3	5	2								11
Total	3	5	4	5	8	7	0	0	0	0	0	0	0	32

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	0	0	0	0	1							
	I	0	2	0	0	0	0							
	A	0	2	3	3	1	1							
	P	0	0	0	2	4	4							
READING/ WRITING	B	0	2	1	1	1	0							
	I	0	1	1	1	3	2							
	A	0	1	1	1	3	2							
	P	0	0	0	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	3	2	0	0	5
5	0	2	1	0	3
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	5	0	2	0	0	0	0	0	7
5	2	0	3	0	0	0	0	0	5
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	2	0	1	0	0	0	5
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2	0	1	0	1	0	1	0	5
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

After reviewing and analyzing the assessment data, at P.S. 135, the early childhood program uses hands on developmentally appropriate activities to promote and reinforce literacy skills, math skills and scientific exploration. The early childhood ELLs are assessed with ECLAS-2, Fountas and Pinnell and DIBELS. These assessment tools measure the early childhood ELLs and provide information on their literacy and their math skills for continued class instruction in English.

The data patterns across NYSESLAT modalities reading/writing and listening/speaking indicates that the incoming ELLs- majority of them scored at the beginning level. As the ELLs move to the next grade, the number of beginners declined. The numbers of Intermediate ELLs and Advanced ELLs begin to increase. The test results show the students are developing listening and speaking skills faster than their reading and writing skills.

The Extended Day Program 3 days a week, the Title Three AfterSchool Program will provide additional instruction in reading and writing skills for the ELLs to reach proficiency in English.

The Periodic Assessment Test given to the ELLs twice during the year in listening, writing and reading will help the ELLs become proficient in English. The teachers and ESL Teacher will create a spreadsheet to analyze the students' results by beginning, intermediate or advanced levels.

The programs at P.S. 135 are successful since many of the ELLs are progressing on their assessments. The ESL Teacher and the

Additional Information

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

The ELLs are included in all programs offered in our school. There is Extended Day which consists of Literacy and Math instruction 3 days a week. The ELLs attend an After School TITLE III program 3 days a week. This program is used to build fluency and enhance the ELLs proficiency in the areas of reading, writing, listening and speaking. The ELLs are grouped into grades 2 and 3 and grades 4 and 5. They are using a program called Building Fluency through Readers Theater. This program is adapted to scaffold and model language usage to meet the students needs at multiple ELL levels. Th ELLs that attend the AIS Program are also building their fluency and proficiency using the Achieve 3000 Program. In this program, the ELLs are using technology to enhance their learning experience and develop reading skills in grade 3

Additional Information

through 5. In the AIS Program the ELLs are also using the Read 180 Program. This program enhances their listening skills through the use of technology with laptops and headphones.

After the ELLs have taken the ELA ITA test in the Acuity, the ESL Teacher uses the data to create acuity assignments for the children to work on to help them with instruction and test taking.

The ELLs are given a periodic assessment test twice a year to prepare them and help them in the areas of listening, writing and reading. Scores can be viewed online for the ESL Teacher to plan lessons on the targeted weak areas.

The ELLs progress is monitored by the classroom teacher by conducting monthly assessment-Fountas & Pinnell Assessment- and through collaboration and articulation with the ESL teacher, Gina Douglas, the data is shared, thereby using to inform instruction.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		