



P.S. 137 JOHN L. BERNSTEIN

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 137 JOHN L. BERNSTEIN
ADDRESS: 293 EAST BROADWAY
TELEPHONE: 646-602-2140
FAX: 646-602-2146

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310100010137 **SCHOOL NAME:** P.S. 137 John L. Bernstein

SCHOOL ADDRESS: 293 EAST BROADWAY, MANHATTAN, NY, 10002

SCHOOL TELEPHONE: 646-602-2140 **FAX:** 646-602-2146

SCHOOL CONTACT PERSON: MELISSA RODRIGUEZ **EMAIL ADDRESS** MRodrig19@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Parniece Richardson

PRINCIPAL: MELISSA RODRIGUEZ

UFT CHAPTER LEADER: Parniece Richardson

PARENTS' ASSOCIATION PRESIDENT: Lynnette Jones

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 1 **CHILDREN FIRST NETWORK (CFN):** 203

NETWORK LEADER: DANIEL FEIGELSON

SUPERINTENDENT: DANIELLA PHILLIPS

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
Melissa Rodriguez	Principal	Electronic Signature Approved.
Parniece Richardson	UFT Chapter Leader	Electronic Signature Approved. Comments: signature sheet will be fax to follow
Lizbeth Torres	Parent	
Beryl Murriell	UFT Member	
Rich Porta	UFT Member	
Angelina Tellez	UFT Member	
Pamela Watts	Admin/CSA	
Yolanda Saldana	DC 37 Representative	
Ingrid Dela cruz	Parent	

* 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.

□

Our students are encouraged to be active participants in acquiring knowledge. Our goal is to develop life-long learners, prepared to be responsible and productive citizens in a diverse society. We believe every child will succeed.

Our classes are designed to provide a nurturing environment that promotes the cognitive, emotional, and physical development of young children.

In addition, we maintain a full spectrum of other related services, including speech, guidance counseling, occupational therapy, adaptive physical education and physical therapy. These related services encompass students throughout the entire school population.

Collaborating university students come on a regular basis and act as teacher assistants. They also provide tutoring for our students. Everybody Wins provides approximately 100 mentors from a variety of Wall Street companies to read with our students during lunch. We also collaborate with several Arts programs that train our students in dance and musical theatre, including , Music in the Brain and Ballroom Dancing. The Challenge Academy, University Settlement and the Virtual Y are after school programs that offer test preparation, tutoring, homework help and supervised recreational activities.

□

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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:		P.S. 137 John L. Bernstein								
District:		1	DBN #:		01M137	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<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 checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		16	18	17			91.1	91.8	TBD	
Kindergarten		39	30	42						
Grade 1		36	38	33	Student Stability - % of Enrollment:					
Grade 2		30	29	37	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		36	24	30			90.9	87.98	TBD	
Grade 4		31	33	24						
Grade 5		37	29	33	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			78.1	78.3	86.7	
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			6	25	TBD	
Grade 12		0	0	0						
Ungraded		17	12	8	Recent Immigrants - Total Number:					
Total		242	213	224	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							3	2	9	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		44	32	29	Principal Suspensions		1	5	TBD	
# in Collaborative Team Teaching (CTT) Classes		0	0	6	Superintendent Suspensions		17	10	TBD	
Number all others		16	17	12						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	34	39	36	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	6	2	6	Number of Teachers	25	26	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	16	15	TBD
				Number of Educational Paraprofessionals	7	9	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	84	73.1	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	76	65.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	88	77	TBD
American Indian or Alaska Native	0.8	0.9	1.8	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Black or African American	31	29.6	25.4				
Hispanic or Latino	59.1	55.9	56.7				
Asian or Native Hawaiian/Other Pacific Isl.	8.7	11.3	13.8				
White	0.4	2.3	1.8				
Multi-racial							
Male	52.9	50.7	49.1				
Female	47.1	49.3	50.9				
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:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	82	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	50.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools 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?

- P.S. 137 is a community school that serves neighborhood children.

Our school's NCLB/ SED status is: In Good Standing.

We have created a collaborative community of learners and professionals focused on data driven instruction. Many of our teachers have taken leadership roles and have "partnered" with colleagues, as mentors. Our partnerships with Teachers' College have allowed our teachers to develop and understand the workshop model which has led an improvement in teaching techniques. Our high expectations of the staff and students drive the work of the school.

Due to our school's strengthening its practice of gathering, analyzing and using data, we have noticed several trends in our New York State English Language Arts (ELA), Mathematics and Science Assessment. Overall ELA and Mathematics Assessment results show a trend of inconsistency in the performance of all tested students. Test scores fluctuated in both ELA and Math. Special Education and English Language Learners (ELL's) students have a significant decrease in performance on both the ELA and Math Assessment. According to our item analysis in ELA students had difficulty with high order thinking questions that deal with inferences and author's purpose. According to our item analysis in Mathematics students had difficulty with questions relating to measurement, fractions and decimals.

To remedy the inconsistent trends in ELA and Mathematics we have created several literacy and mathematics inquiry teams which focus on developing instructional strategies that will positively impact the students' achievement. To further promote student achievement we have created a targeted extended day program.

One of our greatest accomplishments was the development of our extended day program. It was created as a direct result of the Quality Review. Using data from student work, acruity, formative assessments and school made benchmarks, students are assigned to skill specific instructional groups that are intended to provide intensive and explicit instruction. Our extended day program run in 12 week intervals. This allows us to reassess and monitor our students progress. Another

accomplishment that we can accredit to the Quality Review is the development of Benchmarks for each grade. The benchmarks are based on the New York State ELA and Mathematics standards. It allows teachers to monitor our students performance on a periodic basis and provide differentiated instruction. Another noteworthy accomplishment is our narrative report cards. Each student receives an individualized narrative report of his/her progress that includes student goals and suggestions for parents.

Overall the New York State Science Assessment shows a positive trend in the performance of all tested students. Over the past 3 years the rate of proficient students (level 3 or 4) has gradually increased to 90%. The science program has been able to maintain the same teacher and science coach for 5 years.

A significant aid to our school improvement is our Inquiry Teams. These teams meet bi-monthly to look at student's work and ask questions about our student performance. They focus on student improvement through the collection and analysis of data. These groups are also used to reflect on good teaching practices and the creation of high standards and expectations of our entire school community. Our Academic Intervention Services (AIS) team focus on at risk students. It examines data, student work and teacher input to develop an individualized plan for the at risk student to facilitate improvement.

Our school has several challenges that we are working diligently to overcome. Parent involvement in academics is limited at our school. To aid us in increasing parent involvement our parent coordinator hosts breakfast workshops and informational sessions. We also provide school and classroom newsletters for parents. We also have assemblies to celebrate our students accomplishments. Our schools needs to develop further curricula and academic tasks that promote higher-order learning and differentiated instruction. Our Literacy and Mathematics Inquiry teams are currently using the Common Core Standards to address this need. We also are providing our teachers with professional development, peer mentoring, inter-classroom visits and articulation time to further this endeavor.

The most significant barrier that we have dealt with is the significant budget cuts and decrease in enrollment. Budget cuts have severely impacted on our ability to provide additional intervention programs for our most at-risk students. Our school community must adjust to limited access of the entire building. There remains to be a lack of understanding, by members of the community, that there are two schools in one building.

Budget cuts have reduced the number of academic intervention teachers from 4 to 0. These teachers were receiving professional development for specific educational programs (such as Foundations, Wilson, and Read About, Text Talk, etc.) to develop targeted instruction for our struggling students based on data. Our teachers have returned to the classroom environment and most of our students receive support services through out extended day programs only.

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.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, students will demonstrate progress towards proficiency in the ELA state exam, evidenced by a 20% increase in students scoring level 3 or 4 (in grades 3-5).	<input type="checkbox"/> Literacy
<input type="checkbox"/> By June 2011, students will demonstrate progress towards proficiency in the Mathematics state exam, evidenced by a 15% increase in students scoring level 3 or 4 (in grades 3-5).	<input type="checkbox"/> Mathematics
<input type="checkbox"/> By June 2011, school year we will increase parent involvement through increased engagement and communication by 15% evidenced by attendance at parent events and participation in Environmental survey.	<input type="checkbox"/> Parent Involvement
<input type="checkbox"/> By June 2011, we will show a 10% increase in the attendance rate of students below 80% evidenced by ATS report. <input type="checkbox"/>	<input type="checkbox"/> Attendance

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

Literacy

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, students will demonstrate progress towards proficiency in the ELA state exam, evidenced by a 20% increase in students scoring level 3 or 4 (in grades 3-5).</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><input type="checkbox"/></p> <ul style="list-style-type: none"> - Teachers will implement a Balanced Literacy Program (Teacher’s College model) including reading and writing workshop (Literacy block 120 minutes (grades K-2) , 90 minutes (grades 3-5) daily) - Teachers will use a variety of genres read aloud books to facilitate conversations -Student oriented, partner, whole class and small group conversation groups - Teachers will model and scaffold conversational strategies and higher-order thinking skills
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> -Administrators, teachers and CFN will provide professional development and demonstration lessons - Study groups - Inquiry team
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> -An increase in students inference skills as measured by Teachers College Interim assessments -Charts documenting student thinking during conversation groups - Standardized tests

Subject Area
(where relevant) :

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, students will demonstrate progress towards proficiency in the Mathematics state exam, evidenced by a 15% increase in students scoring level 3 or 4 (in grades 3-5).</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><input type="checkbox"/></p> <ul style="list-style-type: none"> -Teacher will use instructional materials/texts: Everyday Mathematics and math manipulative -Teachers will implement a 60 minute math block (grades K-2), 75 minute math block (grades 3-5) -Teachers will increase opportunities for students to verbalize mathematical thinking/ideas (student representations) -Students will answer a weekly problem solving question
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> -Administrators, teachers and CFN will provide professional development and demonstration lessons. -Study groups
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> -An increase in students strategies for problem solving skills as measured by benchmarks and Exemplars rubrics -Teacher observations and informal assessment

Subject Area
(where relevant) :

Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, school year we will increase parent involvement through increased engagement and communication by 15% evidenced by attendance at parent events and participation in Environmental survey.</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><input type="checkbox"/></p> <ul style="list-style-type: none"> -Monthly “Family Fridays” event (parent/guardian observe a part of child s school day) organized by school staff (parent coordinator, administrators, teachers, coaches, etc.) -Parent workshops given by school staff (parent coordinator, administrators, teachers, coaches, etc.) -Class parent volunteer program initiated by classroom teacher -School Leadership Team/Parent Teacher Association -Parent Coordinator will contact parents via telephone and mail
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> - Parent Coordinator will provide professional development</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> -An increase in amount of parents attending all school events, workshops an activities as documented by sign-in sheets -Parent coordinator reports

Subject Area
(where relevant) :

Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, we will show a 10% increase in the attendance rate of students below 80% evidenced by ATS report.</p> <p><input type="checkbox"/></p>
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<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><input type="checkbox"/></p> <ul style="list-style-type: none"> -Students with less than 80% attendance in the 2009-2010 school year will become school's "target group" -Weekly attendance committee meeting -Facilitate meetings with parents of students in our target group -Parent workshops -Support from CFN#14 -Home visits by attendance teacher -Incentive plans (Monthly 100% attendance assembly)
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> -Parent Coordinator will contact parents and conduct workshops -Administrators and teachers will stress the importance of school -Attendance teacher will conduct home visits
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> -Charts/graphs documenting daily class attendance -ATS reports -Minimize I-log entries -Minutes of attendance committee meetings

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> AIS ELA provides services through the use of several programs including Wilson, Foundations, Great Leaps, Ladders to Success, Barnell Loft Series, strategies to Achieve Reading Success and technology during the extended day. Reading strategies are taught in small groups and one to one tutoring during school day.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> AIS Mathematics provides services through the use of Everyday Math, Math Steps, hands-on materials, technology, the diagnostic assessment of each student and articulation with classroom teacher. This service is provided in small group and one to one tutoring during the school and extended day.</p>
<p>Science:</p>	<p><input type="checkbox"/> AIS Science provides service through the use of non-fiction content specific reading materials during the school day.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> AIS Social Studies provides service through the use of non-fiction content specific reading material AIS Social Studies provides service through the use of Scholastic Read About computer based program during the school day.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> Individual and small group counseling services are provided by licensed guidance counselor during the school day, to facilitate social and emotional adjustment of students in school. Group activities and discussions are utilized to enhance character development, promote cooperation among students and enable students to progress academically. Crisis intervention and grief counseling are provided as needed. Counseling is also provided to help students transition to the next grade and to middle school. Guidance counselor work closely with outside agencies to coordinate services that help children and their families to cope with illness and home situations. Attendance outreach is provided by guidance counselor to ensure consistent application and provision of all support services for students, thus guaranteeing the realization of each student's full potential for academic success.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> Crisis intervention assistance with functional behavioral assessments and behavioral intervention plans. Assisting parents to get outreach for academic and counseling services.</p>

<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> Co-Coordinates Functional Behavioral Assessment\Behavioral Intervention Plan meetings with guidance counselor. Counsels general education students, reviews and processes referrals to special education, provides information and referral to outside agencies, conflict resolution, crisis intervention, assists with placement process for special education students, classroom observations, consultation with teachers around student\family concerns, liaison to Integrated Service Center.</p>
<p>At-risk Health-related Services:</p>	<p><input type="checkbox"/> Conducts Asthma classes.</p>

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative 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)

K-5

Number of Students to be Served:

LEP 30

Non-LEP 0

Number of Teachers 2

Other Staff (Specify) 1 (Supervisor)

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.

□

Students will practice test taking skills in English and their Native language (Math and Science only) with the guidance of a classroom teacher. Students will also use computers and laptops to access Imagine Learning where they will be able to build vocabulary, reading and writing fluency, phonemic awareness, and will be offered Native language support. The activities taught and practiced on Imagine Learning will be reinforced by the after school teacher as students practice to prepare for the ELA, NYS Math, NYS Science, and NYSESLAT tests. Supplemental direct instruction will be provided for students who are using the Imagine Learning Program to build reading fluency and comprehension in English in the classroom and during the after school program.

This program will target 19 LEP students from grades K-2. Students will study the habitat and life cycle of bugs and insects (ants, lady bugs, butterflies etc.). Language of instruction will be in English with students having access to supplementary resources such as picture books, videos, and audio books. In addition, students will be able to observe the bugs and insects in their natural habitats. This will allow students "real life" visuals that go along with the theme or topic. The program will support new arrivals as well as those students at beginner and intermediate levels that need additional language support.

Instruction is scheduled for two days per week from 3:15-5:15. There will be two teachers, 1 ESL teacher and 1 classroom teacher. There will be a supervisor present during the scheduled sessions. Teachers will be provided with general supplies that will enhance instruction, such as laptops, live animal habitats, books etc.

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.

□

In addition, teachers will also be provided with professional literature that focuses on working with and teaching ELLs. Teachers who will be working with students that will be using the Imagine Learning Program will be provided with Professional Development to aid them in understanding how to use the program, how to look at the data, and how to use the data to build classroom instruction based on the needs of the students.

We will also include translators for meetings to provide parents an opportunity to be involved in activities or discussions. Title III funds will not be used for parent engagement activities.

Section III. Title III Budget

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.

During registration the school is also able to determine the language of communication the parents prefer. Written and oral translation services are provided in-house by school staff. All school information documents that are sent to parents are translated into Spanish and Chinese. These documents include all official Department of Education documents, school events flyers, calendars, and student narrative reports. Informational flyers posted in school are also translated into Spanish and Chinese.

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.

At P.S. 137 there are 19 students who speak Chinese (Mandarin and Cantonese) and 19 students who speak Spanish. All school staff that serve as translators are introduced to parents upon registration and/or are notified of newly admitted students whose parents need a translator.

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.

These documents include all official Department of Education documents, school events flyers, calendars, and student narrative reports. Informational flyers posted in school are also translated into Spanish and Chinese.

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.

□

These services are provided during parent-teacher conferences, IEP meetings, PTA meetings, initial orientation for parents of ELLs, and anytime the parent schedules an appointment requesting a translator.

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>.

□

During parent orientations (led by the ESL teacher and the parent coordinator) information is provided to parents on their rights to interpreters and materials in their native language. The school's safety plan is posted in the main office. Parents are provided with the discipline policy and school safety procedures in the school's handbook. Parents who have questions about the safety procedures are informed to contact the administration, parent coordinator and guidance counselor.

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	180,084	0	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,801		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	9,004	*	
4. Enter the anticipated 10% set-aside for Professional Development:	18,008	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 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.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.

□

:

Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

The school will incorporate this parental involvement policy into its school improvement plan.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and , including alternative formats upon request, and to the extent practicable, in a language parents understand.

Title I, Part A funds reserved for parental involvement is spent.

procedures in accordance with this definition:

academic learning and other school activities, including ensuring-

- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on in section 1118 of the ESEA.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school.

□

Required School-Parent Compact Provisions

Schools responsibilities:

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.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their children's progress

Provide parents reasonable access to staff.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing and timely way.

The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, part A programs (participating students), and will encourage them to attend.

Provide to parents of participating students in an understandable and uniform format, including alternative formats upon request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

The school will respond to any such suggestions as soon as practicably possible.

Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

Provided each parent timely notice when their child has been assigned or has been taught for four(4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities:

We, as parents, will support our children's learning in the following ways:

Monitoring attendance.

Making sure that homework is completed.

Monitoring amount of television their children watch.

Volunteering in my child's classroom.

Participating, as appropriate, in decisions relating to my children's education.

Promoting positive use of 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.

Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

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.

□

In discussion of P.S. 137 English Arts curriculum, the school emphasizes a full-balanced literacy model, which encompasses Shared Reading, Guided Reading, Independent Reading, Reading and Writer's Workshop, conferences, and matching student to leveled text for effective instruction. It has also implemented the Teacher's College Reading and Writing project. A literacy block of 120 minutes for grades K-2 and 90 minutes for grades 3-5 was implemented. Teachers were also engaged in a process of ongoing assessment to inform instruction. Grade level meetings ensured that ongoing discussion occurred where teachers planned, reflected, and aligned to student needs, ongoing instruction. Teachers feel the need for more professional development in the Teacher's College Reading and Writing project.

In terms of mathematics instruction, P.S. 137 utilizes Everyday Mathematics in daily 60 minute blocks for grades K-2, and 90 minute blocks for grades 3-5. In regards to Everyday Mathematics, teachers have responded that greater gains may have been possible with increased professional development.

The Academic Intervention Service Team supports student learning through regular articulation meetings to support the needs of identified at risk students. The emphasis for this year has been on literacy and mathematics.

When reflecting upon the use of technology to support student achievement, rather than comment separately on each content area, holistically, P.S. 137 used Scantron Acuity Assessment data and City wide assessment data to inform instruction. Also, technology supports our programs by the establishment of computers in each class. All classes were supplied with at least 2 dell computers and a class printer. All classes also are equipped with either or both a document camera and smart board including the science lab, music room and art room. This was intended to increase the level of student published work, internet access(research skills), presentation media, multi- media, and other current technology skills needed to exist in today's technologically advancing world. Teachers feel, generally, that there needs to be more professional development in how to maximize and enhance student products and achievement through the establishment of these centers.

Teachers need access to specific skills instruction on operating system technology as well as specified software supports, such as Inspiration, Lexia, PowerPoint, word processing.

Library Media Services as a whole have supported student achievement through an Open Assess Library program manned by a paraprofessional two days per week. Students are able to borrow a range of materials and use the library computers to access the internet for research purposes. With the implementation of the library, we are anticipating an increase in student achievement in all areas as classroom teachers and the library support person will have greater collaboration in planning and supporting student learning.

We gathered and compared information from a variety of sources, such as the Annual School Report, Monthly Reading Progress Report, ECLAS, and interim assessments and state scores for a two year period. Our purpose was to examine student achievement over time and to assess the strengths and gaps in our current procedures. As stated in our narrative, far too few of our students are meeting or exceeding the state standards in reading, mathematics, and science. We felt a strong need to examine, revise, and perfect our methods. The instructional staff (including special education teachers, SETSS teachers, and the ELL teacher) met on several occasions, in two groups (K-2 and 3-5) to share and discuss our findings and to identify areas for additional staff development. Interestingly, both groups reported a need for a support in the following areas: strategies for classroom management that utilize individual activities and self-control, and engage students in small-group collaborative work; strategies for improving fluency and reading comprehension; strategies for improving writing mechanics and spelling; implementing the workshop model; conferring; using math manipulatives and games; developing thematic social studies units; implementing hands-on science instruction; and grouping for differentiated instruction. We also identified the need for alignment, specifically in literacy and mathematics, in two important areas: horizontally (within each grade) and vertically (across the grades). Teachers also expressed a need for computer software.

We intend to use our findings to focus our staff development efforts. The staff development committee members with the aid of the literacy coach and math coach will arrange appropriate workshops and demonstrations. We will begin by developing a pacing schedule across the grades for the entire school year. Our coach and teachers will collaboratively plan units of study, then model lessons and provide opportunities for guided practice and feedback. We will need to develop schedules that allow teachers to meet on a regular basis with the coaches and each other to examine student's work, share ideas and cooperatively develop thematic units. We will refine and support the initiatives that have been successful (e.g. using Bloom's Taxonomy for questioning, having leveled libraries in all grades). We will continue our efforts to mainstream our special education students based on academic and social strengths. Students will continue to be supported by SETSS teachers in the classroom and there will be on-going articulation between the classroom teacher and the intervention teacher. We will make an effort to allocate funds to buy much needed computers, printers, and software for classroom teachers.

We will continue to provide academic intervention services to students identified through ECLAS, NYSESLAT, at-risk surveys, the Early Observation Survey, standardized test scores, and teacher referrals. We plan on assessing all of our students several times a school year using benchmarks based on the New York State standards. Teachers will be accountable for record keeping. They will have daily attendance sheets, charts and teacher/child intervention strategies. There will be ongoing articulation among the AIS team, SBST team, classroom teachers and the intervention teachers. The majority of our ELL students currently being serviced are in grades K-3. We plan to focus our efforts on early childhood language development. Our ELL teachers will continue to articulate regularly with other staff members to share information and educational strategies that can be adapted for classroom use.

Our attendance average is 91% and teachers report that frequent latecomers are disruptive to early morning literacy instruction. There is a need for parent education concerning attendance and punctuality and we have addressed this in our plan.

We also intend to focus our efforts in the coming year on parent involvement and we have developed an action plan to support this work.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

□

In discussion of P.S. 137 English Arts curriculum, the school emphasizes a full-balanced literacy model, which encompasses Shared Reading, Guided Reading, Independent Reading, Reading and Writer's Workshop, conferences, and matching student to leveled text for effective instruction. It has also implemented the Teacher's College Reading and Writing project. A literacy block of 120 minutes for grades K-2 and 90 minutes for grades 3-5 was implemented. Teachers were also engaged in a process of ongoing assessment to inform instruction. Grade level meetings ensured that ongoing discussion occurred where teachers planned, reflected, and aligned to student needs, ongoing instruction. Teachers feel the need for more professional development in the Teacher's College Reading and Writing project.

In terms of mathematics instruction, P.S. 137 utilizes Everyday Mathematics in daily 60 minute blocks for grades K-2, and 90 minute blocks for grades 3-5. In regards to Everyday Mathematics, teachers have responded that greater gains may have been possible with increased professional development.

The Academic Intervention Service Team supports student learning through regular articulation meetings to support the needs of identified at risk students. The emphasis for this year has been on literacy and mathematics.

When reflecting upon the use of technology to support student achievement, rather than comment separately on each content area, holistically, P.S. 137 used Scantron Acuity Assessment data and City wide assessment data to inform instruction. Also, technology supports our programs by the establishment of computers in each class. All classes were supplied with at least 2 dell computers and a class printer. All classes also are equipped with either or both a document camera and smart board including the science lab, music room and art room. This was intended to increase the level of student published work, internet access(research skills), presentation media, multi- media, and other current technology skills needed to exist in today's technologically advancing world. Teachers feel, generally, that there needs to be more professional development in how to maximize and enhance student products and achievement through the establishment of these centers. Teachers need access to specific skills instruction on operating system technology as well as specified software supports, such as Inspiration, Lexia, PowerPoint, word processing.

Library Media Services as a whole have supported student achievement through an Open Assess Library program manned by a paraprofessional two days per week. Students are able to borrow a range of materials and use the library computers to access the internet for research purposes. With the implementation of the library, we are anticipating an increase in student achievement in all areas as classroom teachers and the library support person will have greater collaboration in planning and supporting student learning.

We gathered and compared information from a variety of sources, such as the Annual School Report, Monthly Reading Progress Report, ECLAS, and interim assessments and state scores for a two year period. Our purpose was to examine student achievement over time and to assess the strengths and gaps in our current procedures. As stated in our narrative, far too few of our students are meeting or exceeding the state standards in reading, mathematics, and science. We felt a strong need to examine, revise, and perfect our methods. The instructional staff (including special education teachers, SETSS teachers, and the ELL teacher) met on several occasions, in two groups (K-2 and 3-5) to share and discuss our finding and to identify areas for additional staff development. Interestingly, both groups reported a need for a support in the following areas: strategies for classroom management that utilize individual activities and self-control, and engage students in small-group collaborative work; strategies for improving fluency and reading comprehension; strategies for improving writing mechanics and spelling; implementing the workshop model; conferring; using math manipulatives and games; developing thematic social studies units; implementing hands-on science instruction; and grouping for differentiated instruction. We also identified the need for alignment, specifically in literacy and mathematics, in tow important areas: horizontally (within each grade) and vertically (across the grades). Teachers also expressed a need for computer software.

We intend to use our findings to focus our staff development efforts. The staff development committee members with the aid of the literacy coach and math coach will arrange appropriate workshops and demonstrations. We will begin by developing a pacing schedule across the grades for the entire school year. Our coach and teachers will collaboratively plan units of study, then model lessons and provide opportunities for guided practice and feedback. We will need to develop schedules that allow teachers to meet on a regular basis with the coaches and each other to examine student's work, share ideas and cooperatively develop thematic units. We will refine and support the initiatives that have been successful (e.g. using Bloom's Taxonomy for questioning, having leveled libraries in all grades). We will continue our efforts to mainstream our special education students based on academic and social strengths. Students will continue to be supported by SETSS teachers in the classroom and there will be on-going articulation between the classroom teacher and the intervention teacher. We will make an effort to allocate funds to by much needed computers, printers, and software for classroom teachers.

We will continue to provide academic intervention services to students identified through ECLAS, NYSESLAT, at-risk surveys, the Early Observation Survey, standardized test scores, and teacher referrals. We plan on assessing all of our students several times a school year using benchmarks based on the New York State standards. Teachers will be accountable for record keeping. They will have daily attendance sheets, charts and teacher/child intervention strategies. There will be ongoing articulation among the AIS team, SBST team, classroom teachers and the intervention teachers. The majority of our ELL students currently being serviced are in grades K-3. We plan to focus our efforts on early childhood language development. Our ELL teachers will continue to articulate regularly with other staff members to share information and educational strategies that can be adapted for classroom use.

Our attendance average is 91% and teachers report that frequent latecomers are disruptive to early morning literacy instruction. There is a need for parent education concerning attendance and punctuality and we have addressed this in our plan.

We also intend to focus our efforts in the coming year on parent involvement and we have developed an action plan to support this work.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

-

P.S. 137 did provide an after-school supplemental program for a wide range of the student population in both literacy and math. Foundations, text talk, Extended day three times a week for 37 ½ minutes per day.

- o Help provide an enriched and accelerated curriculum.

-

We will be using (K-5) Everyday Mathematics as the primary vehicle for math instruction in the school with math in the City as a supplement. This will be implemented during a 60 minute block for grades K-2, a 75 minute block for grades 3-5. the school will have a full-time math coach to help us effectively use the programs through focused, on site staff development.

We will be using the Core Curriculum for science instruction. We wish to provide more opportunities for use of an inquiry-based approach that incorporates scientific thinking processes and methods to investigations. We also wish to increase students' knowledge of science concepts. We have a science cluster that serves grades K-5 in our lower grade and upper grade labs. The elementary school (K-5) Scope and Sequence for science will be used as a guide to administer instruction. Grades 3-5 will have at least 150 minutes per week of instruction.

P.S. 137 will continue to follow the New York State core Curriculum for Social Studies. Students will be involved in authentic research based thematic units, containing grade appropriate knowledge and concepts. Projects will be developed in coordination with classroom teachers and the school library media specialist.

In addition to the open access library and music cluster previously mentioned, we also provide for the following important specialties: Art, Mus

- o Meet the educational needs of historically underserved populations.

- See school reform strategies

- o 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.

- See AIS section

- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.



P.S. 137 has a well-established veteran staff; all of whom are all highly qualified. Generally, the stability of the teaching staff is strong with just a few teachers leaving the school for reasons other than retirement.

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.



P.S. 137 has developed a relationship with PACE University and Metropolitan College to provide student teachers field placement. The relationship with the University and the student teachers is strong. If new teachers are required, we are able to select from the student teachers who have been at our school.

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



P.S. 137 has developed a relationship with PACE University and Metropolitan College to provide student teachers field placement. The relationship with the University and the student teachers is strong. If new teachers are required, we are able to select from the student teachers who have been at our school.

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



See section VI Parental Involvement Action Plan

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.

P.S. 137 currently has one whole day pre-kindergarten school class. The class engages in interclass visits and at least but not limited to one trip with Kindergarten. The program promotes a developmentally appropriate curriculum that enhance social and academic skills while ensuring early intervention support and parental educational as children enter elementary grades.

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.

Teachers are provided with several types of formal and informal academic assessments to aid in improving student achievement. Staff

development, grade conferences, surveys and open discussions provide a forum for teachers to discuss the effectiveness of academics assessments tools.

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.

The AIS team meets on a monthly basis to assess the identified students needs. Teachers also conduct small group tutoring during the extended day period of 37 ½ minutes four days a week.

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.

All resources and programs such as our comprehensive approach to balanced literacy, math and science are in accordance with the city's initiatives.

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

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 specifically 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 enables, 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 school allocation amounts)</i>	Check (X) 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 goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal			N/A	0		

¹**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.

²**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.

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.

N/A

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

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)
7 students
2. Please describe the services you are planning to provide to the STH population.
 Professional Development will be used to further strenghten teacher's skills in working with transient population. We will also provide school supplies and bookbags.

Part B:

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.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_01M137_020411-131257.doc

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 2	District 01	School Number 137	School Name John L. Bernstein
Principal Melissa Rodriguez		Assistant Principal Pamela Watts	
Coach		Coach	
Teacher/Subject Area Kristine Reardon		Guidance Counselor Richard Porta	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Yolanda Saldana	
Related Service Provider Sunni Fuller		Other	
Network Leader Dan Feigelson		Other	

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	232	Total Number of ELLs	42	ELLs as Share of Total Student Population (%)	18.10%
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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.
5. 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.)
6. 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.

1. Upon entering the New York City School District for the first time all students complete a Home Language Identification Survey (HLIS) in the parent's home language. The HLIS is administered during registration by a teacher who is familiar with the procedure of completing the HLIS. The teacher present at the time of registration also conducts an informal interview to determine whether the student has any formal educational background in their own language and if the student is able to communicate in English. If the teacher who conducts the informal interview is unable to speak in the student's native language then a translator is available to assist with the translation. After the informal oral interview is conducted, the student is then given a formal assessment, which consists of open ended questions about their family and their favorite book, to determine whether the student is able to read, write, and respond to questions in English. The ESL teacher/coordinator signs off on the HLIS to determine whether the Home Language of the student is English or another language. If the ESL teacher/coordinator determines that the Home Language is a language other than English then a LAB-R is administered. Students who do not meet the cut score will be placed in an ESL class until the parents select their program choice. The administration of the LAB-R, program placement, and the parent orientation take place within ten days of registration. New students at PS137 are classified as English language learners (ELLs) after not meeting the cut score of the LAB-R and those students who did not receive Proficient in all four modalities of the previous year's NYSESLAT (New York State English as a Second Language Achievement Test) exam scores. The ESL teacher uses students NYSESLAT scores from the previous year to determine individual students' growth in English language development and to evaluate what steps are necessary to ensure students are on a path to gain English language proficiency. The ESL teacher also uses NYSESLAT scores when creating pull-out/push-in schedule for the school year. Groups are based on students' language proficiency levels and grade. ESL instruction is determined based on the needs of the students after evaluating individual students' scores on the NYSESLAT in Speaking, Listening, Reading, and Writing. For example, if students are proficient in Speaking and Listening, but are Intermediate in Reading and Writing then instruction is primarily focused on building students' reading and writing fluency. NYSESLAT scores are also used to evaluate the progress that students are making every year to gain proficiency and to determine necessary steps that classroom teachers and the ESL teacher will take to assist individual students in reaching proficiency.

2. After it is identified that the student is an English Language Learner (ELL) the parents are notified of the three programs that are offered in the New York City School District at the Parent Orientation. The orientation is conducted by the ESL teacher/coordinator, the parent coordinator, and paraprofessionals who serve as translators. During the orientation the parents are shown the Orientation Video for Parents of English Language Learners in their native language. The parents are also provided with pamphlets in their native language that provide additional information on each of the programs (Transitional Bilingual Education, Dual Language, and freestanding ESL). After watching the video, parents are given the opportunity to ask questions about the programs offered in the NYC school system. The parents are then asked to complete the Program Selection form and survey. If parents are unable to attend the Parent Orientation, the parents are asked to complete the Program Selection form and survey within a week of receiving the letter. Inside the letter the parents are provided with pamphlets that offer information in their native language on each of the programs offered in the New York City School District. The letter also provides information on who the parents can contact (ESL teacher/coordinator, parent coordinator) if they have any questions about each of the programs.

3. All students who are entitled to receive ESL services are given entitlement letters to be sent home to their parents within the first week of school for continuing students and within the first ten days of registration for new students. To ensure parents receive and understand the entitlement letters, parents are asked to sign and return a slip of paper that is attached to the entitlement letter that states (in English and their native language) they understand their child will receive ESL instruction for the entire school year. For new students, in addition to the entitlement letters that are sent home to the parents, Program Selection Forms (as mentioned above) are also sent to the parents after the Parent Orientation. Since it is extremely important that the ESL teacher/coordinator receives the Program Selection Form and Survey the parents are asked to return the forms within a week of receiving the letter. The parent coordinator and the ESL teacher will establish communication with parents via phone calls and re-sending the Program Selection Form. If the parent coordinator and the ESL teacher/coordinator are unable to get in contact with the parent of a student within a week of the letter being sent home then the student will be placed in a Transitional Bilingual Education Program.
4. If parents choose a Transitional Bilingual Education or a Dual Language Program for their child (then they are informed that the students will be placed in a school that provides these programs.) P.S. 137 will provide information and a list of all schools in the NYC school system that offers these programs. If parents choose to have their child attend a freestanding ESL program then the child is placed in the pull-out ESL program that is offered at P.S. 137. All parents of ELLs, including continuing entitled students and new students, are informed that their child will receive ESL instruction. Parents are informed that students are placed in groups based on their English language level which is determined by the scores of the NYSESLAT and the LAB-R. The ESL teacher/coordinator and the parent coordinator consult with parent of the number of minutes per week (360 minutes for Beginner and Intermediate students, and 180 minutes for Advanced students) their child will receive ESL instruction and the purpose and benefits of the ESL program. All communication and information is provided to parents in their native language if the parent is unable to communicate in English.
5. At this time P.S. 137 only offers an ESL program due to the limited number of ELLs in a single grade to establish a dual language or Transitional Bilingual Education program. Looking at previous years data we have noticed a recent change in parent choice in program selection. In the past years parents chose to have their child attend an ESL program. From 2006-2007 nine parents chose ESL as their number one choice for their children. Recently, there has been a change in this trend. In 2008, five parents chose Transitional Bilingual Education (Spanish and Chinese), four parents chose ESL, and only one chose Dual Language as their primary choices. Although recently, the majority of the parents desire a Transitional Bilingual Education program for their child, these parents choose to keep their students at P.S. 137 rather than transferring to a school that offers a Transitional Bilingual Education program.
6. More often parents of students who entered the New York City Schools System for the first time and have no English language background often choose Transitional Bilingual Education. On the other hand, parents of students who have a limited background in English often choose ESL. While many parents choose a Transitional Bilingual Education program, P.S. 137 unfortunately cannot accommodate these parent choices. There are not enough students in a particular grade to offer a Transitional Bilingual Education program. If parents choose to send their child to a Transitional Bilingual Education program, P.S. 137 assists parents in finding a school within the district that can accommodate their child's needs. P.S. 137 offers a question session during the Parent Orientation where parents have the opportunity to ask questions about each of the programs and options are available to them and their children. P.S. 137 will continue to assist parents if they choose to send their child(ren) to an alternative school where a Transitional Bilingual Education program is offered. In the future, if there are an adequate number of students in a single language and grade whose parents desire a Transitional Bilingual Education program, P.S. 137 will apply to the New York City Department of Education to create a Transitional Bilingual Education program at the school in order to accommodate parents' choices and students' needs.

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	0	0	0	0	0	0								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	42	Newcomers (ELLs receiving service 0-3 years)	38	Special Education	3
SIFE	2	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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ESL	<input type="text" value="38"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="42"/>
Total	<input type="text" value="38"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="42"/>

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

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

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

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	2	1	1	8	5	5								22
Chinese	8	6	2	1	2	0								19
Russian														0
Bengali														0
Urdu														0
Arabic				1										1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	10	7	3	10	7	5	0	42						

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.

1.
 - a. The ESL program at P.S. 137 follows the pull-out model. Students who are at a Beginner and Intermediate levels [based on NYSESLAT and LAB-R scores] are provided with 360 minutes per week of ESL instruction. Three times a week the students are pulled out of class for 90 minute blocks and two times a week the students are pulled out for 45 minute blocks. Students who are at an Advanced level are provided with 180 minutes per week of ESL instruction. These students are pulled out of class four times a week for 45 minute blocks. Due to the small number of ELLs (37 students) who are all at various grade levels and classes, P.S. 137 is unable, at this time, to offer a push-in model. In the event where there is a large group of ELLs in one classroom then the ESL teacher will follow the push-in model and will collaborate with the classroom teacher on providing appropriate instruction for the ELLs in the class.
 - b. The pull-out groups at P.S. 137 are based on two criterias: language proficiency levels and grade. Students in grades Kindergarten, first and second who are at a low Intermediate to Beginner levels are grouped together. Students in grades third, fourth, and fifth who are

at a high Intermediate to Advanced levels are grouped together; and students in grades third, fourth, and fifth who are newcomers, with limited English are grouped together. The ESL teacher pulls each group of students from their general education classes and offers ESL instruction in a separate classroom.

2. a. Students at Beginner and Intermediate levels receive 360 minutes of ESL instruction per week. Students at an Advanced level receive 180 minutes of ESL instruction per week. These students are pulled-out of their classroom to receive ESL instruction in a separate classroom. In addition, students at an Advanced level receive 180 minutes of English Language Arts (ELA) instruction per week in their regular classrooms. P.S. 137 does not provide Native Language Arts. Instead, the ESL teacher provides Native Language support to newly arrived students, with no English background, through bilingual books and dictionaries to assist in their learning. Special Education students who do not speak English are also provided with bilingual paraprofessionals.

3. The pull-out ESL program at P.S. 137 follows a thematic unit as its instructional approach. Thematic units are based on the Science and Social Studies Standards and Scope and Sequence. Using these content areas as a base for ESL instruction provides English language development to ELLs at all language levels. All instruction is taught in English with the support of bilingual books and dictionaries for newly arrived ELLs.

4. Through the pull-out ESL program at P.S. 137 instruction is differentiated based on their language proficiency levels and their grade levels. In addition, instruction is differentiated based on subgroups such as SIFE (Students with Interrupted Formal Education), newcomers, long-term ELLs, and special needs ELLs. Newcomer ELLs who enter the third grade or higher and have no prior academic experience are classified as SIFE. In addition to receiving ESL services, SIFE students receive additional support through AIS (Academic Intervention Services). SIFE students also participate in Extended Day and Title III after school programs to support them in their reading and writing fluency. Students who have been in US schools for less than three years are provided with ESL services (360 minutes per week). Students are also provided with English language development support through Extended Day and Title III after school programs to improve their vocabulary and reading comprehension. These programs assist newcomers in becoming better prepared for the ELA (English Language Arts) testing that they are required to take within a year of being in the US. Those ELLs who have been receiving ESL services for 4-6 years and long-term ELLs (completed 6 years of ESL services) will also be supported through the Title III after school program that is designed to assist these students in reading and writing. The students who are still in ESL due to their Reading and Writing scores on the NYSESLAT receive additional services from the AIS (Academic Intervention Services) teacher who pulls these students out to work in small groups to improve their reading and writing skills. These students will also continue to receive ESL services that will focus on improving their reading comprehension and writing strategies. ELLs who have been identified as special needs will also receive differentiated instruction. Special needs ELLs who have no English language background will receive a bilingual paraprofessional as per IEP to provide native language support and assist in second language development. These students also receive SETTS (Special Education Teacher Support Services) and participate in Extended Day and after school programs to develop English language proficiency.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

vocabulary, reading comprehension, writing strategies, grammar, and speaking and listening skills through thematic units. These thematic units follow the New York State Science and Social Studies Standards and the New York City Scope and Sequence for Science and Social Studies.

6. Students who are no longer classified as ELLs after reaching proficiency on the NYSESLAT continue to receive transitional support. The ESL teacher and the classroom teachers communicate the progress the student has made and the necessary steps to take in the classroom to support English language fluency. For Proficient ELLs teachers work closely to continue to monitor students' progress in academic language and content development. These students also receive continuous language support through Extended Day services.

7. As an improvement plan for the upcoming school year, P.S. 137 has begun providing pull-out services to long term ELLs in Reading taught by an AIS (Academic Intervention Services) teacher. These services will allow ELLs students who are still struggling in Reading to work in small groups to improve their reading comprehension and reading strategies. P.S. 137 has created an inquiry team that is looking at the ELL population in the lower grades. The inquiry team will look for trends of language development among lower grade ELLs to implement future school-wide programs or initiatives.

8. At this time P.S. 137 does not plan to discontinue any programs or services for ELLs for the upcoming school year.

9. ELLs at P.S. 137 are afforded equal access to all school programs. ELLs participate in Extended Day and after school programs. ELL students participate in after school programs that are geared towards English language development. These after school programs include the ELA Challenge Academy where students are taught test strategies in preparation for the ELA. The Title III after school program is also designed to assist students in reading strategies through Reader's Theater, computer based Read About Program, and guided reading. ELLs also participate in extracurricular activities, including Art Club, Musical plays, Town Hall Meetings, Ballroom Dancing, Soccer, Student Government, and the annual Science Fair.

10. ELLs also receive support through instructional materials. In the ESL classroom ELLs are provided with bilingual books and dictionaries, literature at various language levels, and a document camera. In the classrooms ELLs have the opportunity to use computers, smart boards, and engage in computer based literacy and vocabulary activities. Those ELLs who require additional support in reading fluency also participate in the Extended Day program where they work on Foundations.

11. ELLs in ESL receive Native Language support through bilingual books and dictionaries. ELLs with special needs also receive native language support through a bilingual paraprofessional.

12. Although ELLs at all grade levels are at various language levels, the services support and resources that are provided are at their appropriate grade and language level.

13. Prior to the first day of school P.S. 137 sends newsletters and pamphlets welcoming new parents to our school. These newsletters and pamphlets are translated for parents of ELLs. On the first day of school the Parent Coordinator holds a Parent Breakfast to welcome new parents to P.S. 137 and to answer any questions parents may have.

14. At this time P.S. 137 does not offer foreign language electives.

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)?

Not Applicable to P.S. 137

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.

1. As a member of the Children’s First Network P.S. 137 works with an ELL Network Support Specialist that leads monthly workshops to support our ESL teacher and our general education and special education teachers that have ELLs in their classroom. The ESL teacher also attends workshops and professional development events that are lead by Teachers College and BETAC.
2. The school guidance counselor provides ELLs in the fifth grade with support as they transition from elementary to middle school. The school counselor provides parents and students with information of the different middle schools that the student can apply to. As a new initiative for this school year, P.S. 137 will take ELL students on a guided tour of middle schools in the community to help ELL students transition into middle school and to answer any questions they may have about middle school.
3. General Education teachers who have ELLs in their classroom receive 7.5 hours of ELL training and Special Education teachers receive 10 hours of ELL training. This training consists of attending Professional Developments that focuses on working with ELLs and workshops led by the ESL teacher at P.S. 137. In the previous school year teachers attended ESL training from workshops led by Teacher’s College. The ESL teacher at P.S. 137 also leads a workshop that focuses on working with ELLs and strategies teachers can use in the classroom that would engage ELLs.

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?

1. Parents of all students, including ELLs, are given the opportunity to be directly involved in their child’s learning. The last Friday of every month is Family Friday at P.S. 137. On Family Fridays parents are welcomed to join their children in their classrooms to participate in their child’s academic growth and development. Parents are also invited to attend Parent Breakfast meetings led by the Parent Coordinator to discuss school activities, attend workshops, and meet with other parents and members of the community.
2. P.S. 137 leads ESL Adult Education classes to assist parents who are limited in English to build their oral, reading, and writing skills in English. Also, during the Program Selection Orientation parents of ELLs are given the option of choosing the type of ELL program that they wish for their child (Transitional Bilingual Education, Dual Language, or ESL). Although P.S. 137 does not provide Transitional Bilingual Education or Dual Language, we do provide parents with information on schools in the area if parents choose to send their children to these programs. P.S. 137 also partners with two after school programs, University Settlement and Virtual Y, where students are offered help with homework and participate in afterschool activities.
3. To evaluate the need of the parents, parents participate in Parent Breakfasts where they are given the opportunity to voice their opinions and to discuss any questions they may have about administrative paperwork (especially helpful to newcomers who are unfamiliar with the US educational system), helping their children with homework. Parents also are invited to attend PTA meetings where they are able to communicate with other parents and the parent coordinator. Parents are asked to complete surveys during Meet the Teacher day and parent/teacher conferences.
4. P.S. 137 also offers a “Meet the Teacher” day where parents are welcomed to come after school to meet their child’s teacher. During “Meet the Teacher Night” parents are given the opportunity to learn about what their child will be learning in class and to ask any questions they may have for the teachers. To build parent involvement and teacher-parent communication every class creates a monthly classroom newsletter to introduce parents on monthly academic goals, activities and events planned for the month.

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)	6	6	3	4	1	4								24
Intermediate(I)	0	1	1	3	2	1								8

Advanced (A)	4	0	0	2	3	1								10
Total	10	7	4	9	6	6	0	0	0	0	0	0	0	42

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1	2					3
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	1	2	1	1	1				6
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)								

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. To assess the early literacy skills of our ELLs at P.S. 137 we use formal and informal assessments. The formal assessments we use are ECLAS-2 and TCRWP (Teachers College Reading and Writing Project). Teachers also use running records to evaluate students' reading levels. At P.S. 137 we also use Benchmarks to assess our students' literacy skills and development and use the data to measure whether students are at, below, or above grade level.

ELLs generally score below grade level due to their limited vocabulary in English and their limited schooling prior to entering Kindergarten and/or the United States. Teachers use the information collected from all assessments to carefully understand the needs of our ELLs in order to better assist them in the classroom. The assessments are used to differentiate instructional material and to set literacy goals for students who are below grade level. The information collected also helps inform the school of students who will need extra support through AIS (Academic Intervention Services), Extended Day, and small group tutoring.

2. The LAB-R and NYSESLAT data indicate a pattern across grade levels and proficiency levels. Most students who have been in the school for more than three years have reached an Advanced level by the fourth year. There are more students who are at a Beginner and Intermediate levels in grades K-2 than there are in grades 3-5. Those students who are in grades 3-5 and are at a Beginner level are newcomers.

3. As a result of students' NYSESLAT scores, the ESL teacher will work with students to improve the modalities (reading/writing and listening/speaking) that the students are struggling with. Students often develop listening and speaking skills first; therefore those students who are at a Beginner level in all four modalities will focus more on their listening and speaking skills, in addition to learning how to read and write. Students who are at an Intermediate and Advanced levels, especially long-term ELLs, will focus on improving reading strategies and writing skills.

4. a. Looking at the scores of ELL students in ELA, NYS Math, and NYS Science there seems to be a correlation between these scores and students' proficiency levels. Most students who scored Advanced on the NYSESLAT received a score of 2 on the ELA in the third grade. Of the fifth graders from last year, those that were Newcomers (in the US for 2 years or less) scored a 1 on the ELA while students who have been here for more than 3 years scored a 2 or 3. On the NYS Math tests, Newcomers that chose to take the NYS Math test in their Native Language scored a 2, a similar score of the majority of students who opted to take the test in English. This is similar to the NYS Science test. The two Newcomers that chose to take the test in their Native Language scored the same as the students who took the test in English.

b. The ESL teacher and classroom teachers use the ELL Periodic Assessments as a formative assessment to guide and differentiate instruction according to the needs of their students.

c. Students take the ESL periodic assessments in English. Students generally do not do as well on the Periodic assessments due to their limited experience taking standardized tests and their unfamiliarity with testing.

5. Not applicable, P.S. 137 does not have a dual language program.

teacher and their classroom teacher, and communication between the ESL teacher and classroom teachers to discuss the progress of ELLs in their classroom.

Additional Information

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

Paste additional information here

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		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 137 John L. Bernstein					
District:	1	DBN:	01M137	School		310100010137

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	18	17	18		91.1	91.8	91.9
Kindergarten	30	42	46				
Grade 1	38	33	40	Student Stability - % of Enrollment:			
Grade 2	29	37	30	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	24	30	39		90.9	88.0	89.5
Grade 4	33	24	32				
Grade 5	29	33	23	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		78.1	86.7	88.4
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		6	25	19
Grade 12	0	0	0				
Ungraded	12	8	4	Recent Immigrants - Total Number:			
Total	213	224	232	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	2	9

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	32	29	29	Principal Suspensions	1	5	2
# in Collaborative Team Teaching (CTT) Classes	0	6	9	Superintendent Suspensions	17	10	3
Number all others	17	12	14				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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	Number of Teachers	25	26	25
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	16	15	5
# receiving ESL services only	39	36	TBD				
# ELLs with IEPs	2	6	TBD	Number of Educational Paraprofessionals	7	9	18

These students are included in the General and Special Education enrollment information above.

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	100.0
				% more than 2 years teaching in this school	84.0	73.1	76.0
				% more than 5 years teaching anywhere	76.0	65.4	72.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	77.0	84.0
American Indian or Alaska Native	0.9	1.8	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	84.1
Black or African American	29.6	25.4	26.7				
Hispanic or Latino	55.9	56.7	54.3				
Asian or Native Hawaiian/Other Pacific	11.3	13.8	15.9				
White	2.3	1.8	1.7				
Male	50.7	49.1	50.4				
Female	49.3	50.9	49.6				

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:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	20.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	7.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 01M137

All Title I SWP 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:	\$180,084	\$43,483	\$223,567
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$18,008	\$435	\$2,236
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$9,004	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$1,801	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

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.

* 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.

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.

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.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.

- 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.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

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.

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

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

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.

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.

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.

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

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 enables, 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	✓			\$151,271	✓	11, 13-16
Title I, Part A (ARRA)	Federal	✓			\$43,048	✓	11, 13-16
Title II, Part A	Federal	✓			\$11,939	✓	11,13,14

¹ **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.

² **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.

Title III, Part A	Federal	✓			\$15,000	✓	11,13,14
Title IV	Federal			✓			
IDEA	Federal	✓			\$36,738	✓	11,13,14
Tax Levy	Local	✓			\$1,541,852	✓	11-16