



P.S. 138 SUNRISE

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 138 SUNRISE
ADDRESS: 251-11 WELLER AVENUE
TELEPHONE: 718-528-9053
FAX: 718-723-5670

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342900010138 **SCHOOL NAME:** P.S. 138 Sunrise

SCHOOL ADDRESS: 251-11 WELLER AVENUE, QUEENS, NY, 11422

SCHOOL TELEPHONE: 718-528-9053 **FAX:** 718-723-5670

SCHOOL CONTACT PERSON: Nichele Manning-Andrews **EMAIL ADDRESS:** nmanning2@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Paula Miller

PRINCIPAL: Nichele Manning- Andrews

UFT CHAPTER LEADER: Paula Miller

PARENTS' ASSOCIATION PRESIDENT: Yvette Small

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 29 **CHILDREN FIRST NETWORK (CFN):** ESA - Empowerment Schools Association

NETWORK LEADER: CHARLENE SMITH/Martha Frans

SUPERINTENDENT: LENON MURRAY

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
Nichele Manning-Andrews	Principal	Electronic Signature Approved.
Paula Miller	UFT Member	
Marc Guenoun	UFT Member	
Yvette Small	PA/PTA President or Designated Co-President	
Debra Watson	Parent	
Pamela Morrison	Parent	
Gail Theodore	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.

□

P.S./ I.S. 138Q, the Sunrise School, is a Pre-Kindergarten through Eight School in its fourth year of this full compliment. Our school works diligently to provide standards based instruction in all disciplines utilizing the workshop model. The Balanced Literacy and Mathematics model is used throughout our school with work towards exceeding the standards in both. Instruction is of the highest priority with a significant emphasis on cooperative and inquiry based learning moving students to become more accountable for their own growth. Additionally, the continued building of capacity in the Arts, both visual and musical, can easily be seen in our program which services all grades. Students begin to tap into their talents early on and prepare for high school with portfolio work and development.

Over the course of any day, one can easily note the feeling and sense of community which exists among the student body. Our students' opinions are taken seriously. Love of learning permeates throughout the school. Mastery of knowledge is not only demonstrated on standardized exams but in the viewpoints and conversations our students have in class. Science is emphasized because its logical processes and skills of analysis aid effective learning in all fields. History is questioned as students examine primary documents of the past and relate each to the present. All classes use writing to broaden their thoughts as students question any unforeseen challenges. Their dedication to the variety of student clubs broadens their interest and excites their psyche. Our staff works tirelessly to carry through the mission of doing what is best for kids. The mission statement is clear (see attached), but one resonating point is the need to prepare our students with the challenges and tribulations of the twenty-first century. We certainly believe in making certain our students leave in eighth grade with the wherewithal to become leaders in our society.

Our staff, while steadfast in their knowledge and expertise, constantly moves and grow in the work to provide our students with the necessary tools for future success. Their commitment to professional growth and becoming practitioners, makes our students know that they are getting the very best. Each staff member has taken part in professional goal setting so that they can continue to grow along with our students in the ongoing effort to exceed standards. Many of our students recognize the innovative ways teachers are presenting the content during work periods. Additionally, as staff members partake in professional growth, many take notice of the measurable results which is becoming very significant to our overall mission of excellence.

As the school community continues to strive for excellence without excuses, many community collaborations have developed to further enrich our academic and extra-curricular program. Black Spectrum Theatre, a community organization, provides our middle school students with all aspects of theatre arts. The Museum of Natural History provides students in grades three and six the opportunity to participate in onsite and extra exploratory work in the areas of science and history. Ballet Tech taps into the interest of elementary students regarding dance and other aspects of performance. Furthermore, our Sunrise Girl Scout Troop provides the community with an outlet to build capacity in our young girls.

Finally, our school is going through a great turning point, on the verge of groundbreaking results and development of lifelong learners. It behooves us to note that over the last five years, the community has grown and great changes have been made to our staff. While we are always working to raise the level of student growth, we are conscious of the fact that it take a village to raise a child and we are in the business of making the learners today into the leaders of tomorrow.

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. 138 Sunrise								
District:	29	DBN #:	29Q138	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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" 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	18	18	18		93.2	93.9	TBD		
Kindergarten	80	62	68						
Grade 1	86	85	85	Student Stability - % of Enrollment:					
Grade 2	80	81	82	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	104	87	81		91.8	92.01	TBD		
Grade 4	100	108	87						
Grade 5	126	113	113	Poverty Rate - % of Enrollment:					
Grade 6	102	144	116	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	116	108	143		66.8	72.3	79.7		
Grade 8	115	110	104						
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		11	30	TBD		
Grade 12	0	0	0						
Ungraded	4	2	9	Recent Immigrants - Total Number:					
Total	931	918	906	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					10	8	7		
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	56	51	52	Principal Suspensions	0	11	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	6	12	Superintendent Suspensions	3	1	TBD		
Number all others	33	36	37						
<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		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<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	43	33	25	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	2	1	6	Number of Teachers	68	71	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	15	15	TBD
				Number of Educational Paraprofessionals	2	2	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	66.2	76.1	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	66.2	69	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	91	96	TBD
American Indian or Alaska Native	0.3	0.3	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	82.5	87.7	TBD
Black or African American	87.5	86.3	87.4				
Hispanic or Latino	8.7	8.2	7.2				
Asian or Native Hawaiian/Other Pacific Isl.	1.7	1.9	1.5				
White	1.7	2.1	1.5				
Multi-racial							
Male	53.1	52.6	53				
Female	46.9	47.4	47				
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	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	77	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	7.5	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	17.6	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	42.9	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	9	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?

This report card has been developed by a team of classroom teachers which specifies the grade standards/skills which we hold students accountable. We now provide parents with a clear picture of what learning looks like in a balanced literacy and mathematics school.

Our school is strategically addressing the areas identified for our last Quality Review, with the inclusion the Progress Report and our results of our State Assessments. First and foremost, in reviewing the recommendations from the last Quality Review, we started by increasing the availability of extra-curricular activities for our students. This has allowed our school community to continue to thrive with great interest around our student clubs ranging from Robotics, Jewelry making, Art, Volleyball and Basketball. As a result we are able to provide students with the chance to tap into and further develop their interests as well as create a venue for socialization with their peers.

We have cultivated a continued collaboration with the community and corporate organizations which has always been a priority in our school. The Black Spectrum Theatre, The Museum of Natural History, and Ballet Tech all provide our students with exciting events and opportunities for further participation. Our community partnership with the BCC Afterschool Program allows for the accommodation of after hour child care for working parents. This partnership was developed as a result of parent feedback regarding the community need.

In our Middle School, we are continuing effort toward creating student independence as learners. Our focus has been to empower our students to set short and long term goals by making them fully aware of their personal academic data. By providing students with their scaled/performance level and identifying their strength and weaknesses they are able to take responsibility for their learning and achievement goals. They are also able to keep track of their progress in all of their classes through the interim progress reports and the on-going encouragement of individual conversations with their teachers about their current progress. We are working to develop individuals who see their goals as realistic and obtainable since they are armed with the knowledge of their level and are aware of the strategies/skills/steps they need to take to raise their current standing to meet or exceed grade standard.

Based on the impressive results, we are certainly able to disaggregate data effectively and plan for next steps around specific performance trends. Fourth grade performance and progress continues to be a focus as students seem to lose some of the gains from third grade, especially in mathematics. Even though some students make a year's progress, others lose some points in the specific newer skills and strategies introduced . Therefore, an increased focus on small group instruction as well as targeted assistance during the mathematics workshop in this grade will certainly be provided. In addition, similar, in English language arts, several students made the progress but lost some ground

in specific skills such as inference and synthesizing. As a result, a great deal of the minilessons and small group work is around these difficult skills.

The school took great notice of the performance and progress of students in grade eight for both English language arts and mathematics. In English language arts, students were more or less maintaining their previous performance level, and as a grade, recording a 4% increase in student progress. However, in mathematics, there were recorded decreases in student progress and performance. Certainly, we examined each individual score, considering the trend that in grade eight, a student has to apply all of the skills and strategies for mathematics. While this is unlike the previous grades, we discussed how we can better prepare our students to perform higher on standardized tests since the results on class assessments were satisfactory or higher. One of the main facets we put in place immediately was a greater emphasis on academic intervention for mathematics both during and after school. Moreover, with the great results we achieved in all other grades and subjects, we decided to continue our Saturday Academy for Test Strategies.

The Saturday Program will begin with the selection of students who we knew could use that extra push in the strategy department for mathematics and English language arts. We believe that this program was instrumental in our gains last year, therefore, offering the program this year was important. We noticed the need for the program and even with the budget constraints, both sessions will run until May 1st.

- Increase Professional Development and access to different sessions.
- Increase attendance and decrease lateness especially for students in the middle school grades.
- Increase in sports and extra-curricular activities
- Increase training for all members of the community around Child Abuse Prevention.
- Increase parent contact with the school/partnerships with community organizations/cultural awareness.

Based on the needs, as a school, we were able to implement the following to meet the above findings:

- Purchase of PD 360 program for all staff members to participate in a variety of different sessions around countless subjects.
- The CHAMPS program for during and after school sports.
- The purchase of School Messenger to continue to raise the level of correspond between parents and the school. Attendance, lateness, events, reminders and meetings are reported to households on a needs basis. We already can attribute an increase in attendance percentage to this implementation.
- The B.C.C. program is housed in our school as an after school, homework help community organization that bridges the gap between the end of the school day and the need for additional care for students until six in the evening.
- Extensive professional development around child abuse awareness was presented to the whole staff on the first day of school. This session was given by the Guidance Counselor with the most up-to-date information as well as a comprehensive packet for staff to utilize at their discretion.

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"/> We will develop a coherent and aligned curriculum across PreKindergarten through 8 grades.	<input type="checkbox"/> Each grade will engage in curriculum planning in order to horizontally and vertically align the curriculum to the Core Curriculum State Standards in the content areas of ELA, Mathematics, Science, and Social Studies.
<input type="checkbox"/> By June 2011, we will work to expand our teacher participation/teacher teams in action research through the increase of the number of inquiry teams.	<input type="checkbox"/> We will expand our work to engage teachers in using inquiry to inform and impact our teaching practice, not only in the classroom but schoolwide.
<input type="checkbox"/> To implement a rigorous literacy program that will result in the increase of the number of Pre K through 8 graders who meet and exceed the standards For English Language Arts (ELA).	<input type="checkbox"/> Our school will show a %% increase in the number of students performing at or above the grade standard on the NYC ELA Standardized Exams in Spring 2011.
<input type="checkbox"/> To implement a rigorous mathematics program that will result in the increase of the number of PreK through 8 graders who will meet or exceed the standards for Mathematics.	<input type="checkbox"/> Our school will show a 5% increase of the students performing at or above the grade standard on the Mathematics NYC Standardized Exams in Spring 2011.

SECTION VI: ACTION PLAN

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

Subject Area

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> We will develop a coherent and aligned curriculum across PreKindergarten through 8 grades.</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"/> Professional development is offered regularly during lunch periods, common preparatory periods and afterschool to address the effective use of data in order to facilitate the implementation of differentiated instruction. Teachers are in receipt of current student data based on standardized tests scores as well as Baselines which are given schoolwide. All staff members have access to PD 360 which is a computer based resource to provide professional development in differentiatin instruction in all academic subjects as well as other relevant topics for teachers. Teachers are offered professional development off site when necessary. Curriculum coaches are available to support teachers and help effectively implement differentiated instruction strategies through modeling, Lunch and Learns, workshops, and professional development.</p>
<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"/> A fair amount of the school budget is utilized to raise the level of professional development activites for all staff members. Both in and out of school professional development is available to staff members in all academic subjects. In addition, per session activites are planned through the curriculum coaches in order to provide ongoing support in mathematics. Professional development, being such a high priority in our school, is consistantly revamped and revisited keeping budget in mind at every point. Moreover, school administrators, along with the instructional team, plan to provide professional development in the most strategic, budgetwise manner.</p>

<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"/>The first and most important way school administrators and lead personnel monitor for progress around professional development is in classroom instruction, evidence of differentiated instruction through informal and formal assessments as well as simple observation of teaching and learning. Accomplishments can easily be observed around professional development with lead staff and school administrators frequent monitoring for progress and keeping the expectations around differentiated instruction high. Moreover, making sure the entire staff is aware of the goal to provide differentiated instruction assists in the periodic review and measurement of gains in all subjects.</p>
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Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>By June 2011, we will work to expand our teacher participation/teacher teams in action research through the increase of the number of inquiry teams.</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"/>An inquiry team was formed to specifically and actively involve teachers in the inquiry process. The team focuses on a targeted population of students that experience similar barriers to success. One team member is designated as the Data Specialist. The inquiry team researches how data is used to effect instruction. Also, teachers were asked to help create a self-evaluation rubric which will be used schoolwide as part of our own Quality Review.</p>
<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"/>The resources available to raise the level of critical thinking, in an inquiry approach, are around professional development and further training. Per session training funds are available for staff members to participate in learning around inquiry.</p>
<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"/>School administrators and lead instructional support staff, in conjunction with the main inquiry team, will monitor through informal conversations, collection of data and meeting minutes the progress of the inquiry approach to teaching and learning. Staff members will become more familiar with the strategic thought around the inquiry approach as well as the collection of informal and formal data.</p>

Subject Area
(where relevant) :

English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To implement a rigorous literacy program that will result in the increase of the number of Pre K through 8 graders who meet and exceed the standards For English Language Arts (ELA).</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"/> Staff members will participate in weekly planning, team meetings in order to curriculum map all subject areas for cohesive teaching and learning across grades. In addition, staff members will provide consistent contact with grade colleauges in order to align, revamp and revisit planning across subject areas.</p>
<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"/> The school budget will be utilized strategically to provide the necessary support around the implementation of a 100% coherent and aligned curriculum.</p>
<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"/> School administrators, instructional coaches, lead teachers and grade leaders will montior these systems for progress.</p>

Subject Area
(where relevant) :

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific,</i></p>	<p><input type="checkbox"/> To implement a rigorous mathematics program that will result in the increase of the number of PreK through 8 graders who will meet or exceed the standards for Mathematics.</p>
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<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></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"/> Our school will show a 5% increase of students in grades 3 through 8 grades performing at or above the grade standard on the Mathematics NYC Standardized Exams in Spring 2011.</p> <p>Responsible Staff: Principal, Assistant Principals and Coaches will provide monthly PD for teachers which will focus on utilizing data gathered from interim assessments to target students for differentiated instruction.</p> <p>Use of Grade conferences, Monthly Planning Meetings, Professional Development Days, common preparation/planning periods, extended day and lunch and learn sessions.</p>
<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"/> Funding Tax Levy Fair Student Funding, Title I/SWP, Contract for Excellence, ARRA</p>
<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"/> Rally, ACUITY, unit and mid-terms tests, teacher-made progress tests, TC Assessments, DRA, Conference notes and student observations.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 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	43	40	N/A	N/A			1	
1	28	26	N/A	N/A	2			
2	38	39	N/A	N/A	7			
3	50	60	N/A	N/A	1			
4	35	50	12	10	2		3	
5	28	30	11	14	4			
6	21	26	9	6	1		2	
7	38	40	13	14	11			
8	25	30	10	10	6		1	
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"/></p> <table border="1" data-bbox="653 435 1887 626"> <thead> <tr> <th data-bbox="653 435 1115 475">Program/Strategy</th> <th data-bbox="1115 435 1503 475">Method of Delivery</th> <th data-bbox="1503 435 1887 475">Frequency</th> </tr> </thead> <tbody> <tr> <td data-bbox="653 475 1115 548">Reading Recovery (grades 1 and 2 only)</td> <td data-bbox="1115 475 1503 548">One to one</td> <td data-bbox="1503 475 1887 548">Everyday 30minutes for 6 weeks during school hours</td> </tr> <tr> <td data-bbox="653 548 1115 626">Reading AIS (all grades)</td> <td data-bbox="1115 548 1503 626">Small group</td> <td data-bbox="1503 548 1887 626">4-6 week cycles during school hours</td> </tr> </tbody> </table>			Program/Strategy	Method of Delivery	Frequency	Reading Recovery (grades 1 and 2 only)	One to one	Everyday 30minutes for 6 weeks during school hours	Reading AIS (all grades)	Small group	4-6 week cycles during school hours
Program/Strategy	Method of Delivery	Frequency										
Reading Recovery (grades 1 and 2 only)	One to one	Everyday 30minutes for 6 weeks during school hours										
Reading AIS (all grades)	Small group	4-6 week cycles during school hours										
<p>Mathematics:</p>	<p><input type="checkbox"/></p> <table border="1" data-bbox="653 695 1887 846"> <thead> <tr> <th data-bbox="653 695 1115 735">Program/Strategy</th> <th data-bbox="1115 695 1503 735">Method of Delivery</th> <th data-bbox="1503 695 1887 735">Frequency</th> </tr> </thead> <tbody> <tr> <td data-bbox="653 735 1115 846">Math AIS</td> <td data-bbox="1115 735 1503 846">Small group</td> <td data-bbox="1503 735 1887 846">4-6 week cycles during school hours</td> </tr> </tbody> </table>			Program/Strategy	Method of Delivery	Frequency	Math AIS	Small group	4-6 week cycles during school hours			
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Program/Strategy	Method of Delivery	Frequency										
Social Studies AIS	Small group	4-6 week cycles during school hours										
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/></p> <table border="1" data-bbox="653 1352 1887 1430"> <thead> <tr> <th data-bbox="653 1352 1115 1393">Program/Strategy</th> <th data-bbox="1115 1352 1503 1393">Method of Delivery</th> <th data-bbox="1503 1352 1887 1393">Frequency</th> </tr> </thead> <tbody> <tr> <td data-bbox="653 1393 1115 1430">At Risk Counseling</td> <td data-bbox="1115 1393 1503 1430">Small group/Individual</td> <td data-bbox="1503 1393 1887 1430">4-6 week cycles during</td> </tr> </tbody> </table>			Program/Strategy	Method of Delivery	Frequency	At Risk Counseling	Small group/Individual	4-6 week cycles during			
Program/Strategy	Method of Delivery	Frequency										
At Risk Counseling	Small group/Individual	4-6 week cycles during										

			school hours
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/>		
		Program/Strategy	Method of Delivery
			Frequency
At-risk Services Provided by the Social Worker:	<input type="checkbox"/>		
		Program/Strategy	Method of Delivery
		AT Risk Counseling	Small group/Individual
			4-6 week cycles during school hours
At-risk Health-related Services:	<input type="checkbox"/>		
		Program/Strategy	Method of Delivery
		OT/PT	Small group/Individual
			4-6 week cycles during school hours

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-8

Number of Students to be Served:

LEP 28

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) 0

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.

□

LAP Narrative PS/IS 138 2009-2010

PS/IS 138 is located in Rosedale, Queens. This Pre-K through 8th grade school serves a population of approximately 900 students. The community is home to many new immigrants from The Dominican Republic, Haiti, Jamaica, Africa, and Guyana.

There are 26 ELL students attending PS/IS 138. The break down according to grades are: three ELLs in Grade 1, three ELLs in Grade 2, four ELLs in Grade 3, two ELLs in Grade 4, six ELLs in Grade 5, three ELLs in Grade 6, three ELLs in Grade 7, and two ELLs in Grade 8. Of the 26 ELLs, 15 speak Haitian Creole, 7 speak Spanish, 1 speaks Fulani, 1 speaks Portuguese, 1 speaks Arabic, and 1 speaks Twi. There are six ELLs in self-contained Special Education classes in Grades 1, 2, 3, and 7.

A fully licensed ESL teacher instructs the ELLs through a pull-out model ESL program in four small groups. English is the only language of instruction. The ESL teacher also holds a city and state certification in Common Branches (K-6), and Bilingual (Spanish) Common Branches (K-6). All teachers at PS/IS 138 are fully licensed and certified.

Through academic rigor and explicit ESL and ELA instruction, all ELLs receive intensive, standards driven instruction, as well as all areas of the core curriculum. All content area lessons are differentiated to meet students' needs. Teachers of ELLs scaffold academic language to support students' participation in content areas. Teachers of ELLs also use visuals and/or realia to support students' understanding of academic content, model the use of the language, and teach language functions and structures within the context of the lesson.

Parents of newly admitted ELLs are invited to attend workshops to explain the three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL). The parents watch a DVD in their native language, which explains their options. Then they have the opportunity to ask questions about the programs and make a selection. These workshops are offered several times throughout the school year.

Based on the parent selection forms, there is a trend to choose ESL over Bilingual programs so that parents are able to keep their children in the neighborhood school. A small number of parents inquire about a Bilingual program. At the present time there are not sufficient numbers of students in consecutive grades that speak the same language to form a Bilingual class.

The results of the LAB-R and the NYSESLAT indicate that there are three beginner level 1st graders, three beginner level 2nd graders, two beginner level, one intermediate level, and one advanced level 3rd graders, two advanced level 4th graders, three beginner level, one

intermediate level, and two advanced level 5th graders, two beginner level and one advanced level 6th graders, two beginner level and one advanced level 7th graders, and one beginner level and one intermediate level 8th graders.

The following patterns are evident in the results of the above exams. Most beginner level students (in all grades) need to improve their speaking and listening skills. The intermediate and advanced level students are already proficient in speaking and listening. All proficiency levels need to improve their reading and writing skills in all grades.

The results of the New York State ELA exam indicate that all of the ELLs who took the exam received a score of 2, with the exception of one beginner students who received a score of 1. None of the ELLs received a score of 3 or 4 on the ELA exam.

Based on the results of the ELA, the following are implications for the LAP and instruction in literacy:

- Intensive instruction in reading and writing using the Columbia University Teachers College Workshop Model of Balanced Literacy
- Continuous in-house staff development provided by Teachers College to the ESL, classroom, and ELA teachers
- Ongoing staff development and support provided by the administration to the ESL, classroom, and ELA teachers
- After-school small group instruction

The results of the NYS Math assessments indicate that two students received a score of 1. One of these students is a beginner level ELL, and the other one is an intermediate level ELL. The majority of the ELLs who took the Math assessments received a score of 2. Of these students, two are beginner level ELLs, one is an intermediate level ELL, and four are advanced level ELLs. There are also two advanced level ELLs who received a score of 3. None of the ELLs received a score of 4 on the Math assessments.

Based on the above findings, the following are implications for the LAP and the instruction of mathematics:

- Intensive content area instruction using math language and ESL methodology
- Reinforcement of literacy strategies during content area instruction
- Ongoing staff development provided by the math coach to the ESL, classroom, and math teachers
- After-school small group instruction

Based on the results of these state assessments, the following patterns are evident. All beginner level ELLs in all grades achieved a score of 1 or 2 in ELA and Math. With the exception of one student who achieved a 1 on the Math test, all intermediate level ELLs scored a 2 on both the ELA and Math tests. Most of the advanced level ELLs achieved a 2 on the ELA and Math assessments, except 2 students who achieved a 3 on the Math tests. None of the ELLs scored a 4 on either of these tests.

The students' level of native language literacy is taken into consideration when planning instruction. Students who are illiterate in their native language require more intensive instruction and academic rigor to help them acquire the skills to become literate.

Academic language development is planned based on the language proficiency level, grade level, and ability level of the ELLs. ELLs are grouped for ESL instruction according to these levels. All advanced level ELLs receive at least 180 minutes of ESL instruction per week. All beginner and intermediate level ELLs receive 360 minutes of ESL instruction per week. Content area instruction is incorporated into the

360 minutes, as well as in the classroom. ELA instruction follows the Teachers College Balanced Literacy Workshop Model and is delivered in classrooms as well as ESL class.

The ESL teacher and the classroom teachers use many different types of instructional materials to focus on all four modalities of language. In order to develop speaking skills, chants, poems, songs, and dialogues are used. Students also act-out stories and use a tape recorder to assess their own progress in speaking. To help enhance listening skills, students listen to tapes that correspond to books. Realia and picture cards are used to strengthen vocabulary development. To improve reading, teachers of ELLs utilize many different genres including non-fiction to incorporate Social Studies and Science. Charts, tables, political cartoons, maps, calendars, graphs, schedules, and bulletins are introduced and interpreted. Guided reading series of books, library books, and big books are also used to help foster good reading skills. To strengthen writing skills, guided writing charts and graphic organizers are used. Dry erase boards are also used to develop word work lessons. In order to improve their writing, students are required to write letters, reports, personal narratives, lists, poems, and summaries.

There is one SIFE student at PS/IS 138. He is provided with intensive ESL instruction, which includes the fundamentals of phonics and sentence structure. This is accomplished through word work, read alouds, shared reading, and guided reading. The SIFE student also receives instruction in basic mathematical concepts through ESL methodologies. Computers are utilized by this SIFE student to help reinforce basic reading and math concepts. The SIFE student also receives extended day after school small group instruction.

Newcomers to the country are provided with bilingual dictionaries for their personal use. They are assigned a buddy who speaks their native language to make their transition easier and help with content area vocabulary. Library books are available in the native language of new arrivals as well. Since NCLB now requires ELA testing to all ELLs after one year, these students are encouraged to attend after-school small group literacy programs, in school pull-out literacy help, and summer school programs.

There are no long term ELLs at PS/IS 138 at the present time.

ELLs who are identified as having special needs receive all services as per their IEPs. Several ELLs participate in the SETSS program, with or without Wilson methodology, speech class, counseling, and adaptive physical education.

Students who have reached the proficiency level based on the NYSESLAT continue to receive ESL support if necessary. Articulation between the ESL teacher and classroom teachers continues throughout the school year. If necessary, these students can be pulled out by the ESL teacher on an "as needed" basis. As per the new New York State regulations, these students continue to receive testing modifications on all standardized tests for two consecutive years after passing the NYSESLAT.

PS/IS 138 houses a Professional Development Center to help assist all teachers in the building. Classroom and out-of-classroom personnel can borrow materials and use the computers found in the center. The math coaches are always available to assist the teachers and provide professional development for all staff members.

All classroom teachers attend regularly scheduled meetings provided by Teachers College staff developers. Teachers of ELLs attend monolingual training in ESL strategies, ELL standards, and scaffolding academic language to support students' participation in content area instruction. The ESL teacher is encouraged to attend workshops given through the Department of Education, and at Teachers College geared toward the use of the workshop model within the realm of the ESL program.

The above LAP is the systematic plan for language development of ELLs at PS/IS 138. Our ELLs continue to receive ESL instruction of the appropriate duration through a high quality, pull-out program, which is driven by New York State Standards. These students receive instruction in English only, in all four modalities of the language, as well as instruction in the content areas using ESL methodologies until they acquire academic proficiency in English.

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.

□

PS/IS 138 houses a professional development center to help assist all teachers in the building. Classroom and out of classroom personnel can borrow materials and use the available technology for planning and further development. The math coaches are always available to assist teachers and provide professional development for all staff members.

All classroom teachers attend regularly scheduled meetings provided by staff developers from Teacher's College. Teachers of ELLs attend monolingual training in ESL strategies, ELL standards and scaffolding academic language to support students' participation in content area instruction. The ESL teacher is encouraged to attend workshops given through the Department of Education and are geared toward the use of the workshop model within the realm of the ESL program.

Section III. Title III Budget

—

School: 138

BEDS Code: 342900010138

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.

Professional salaries (schools must account for fringe benefits) - Per session - Per diem	15000	<input type="checkbox"/> Based on the above findings, the following are implications for the instruction of ELA and mathematics: <ul style="list-style-type: none"> · Intensive content area instruction using math language and ESL methodology · Reinforcement of literacy strategies during content area instruction · Ongoing staff development provided by the math coach to the ESL, classroom, and math teachers · After-school small group instruction
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> n/a
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	15000	<input type="checkbox"/> Instructional software (Imagine Learning) will be purchased to implement the program with targeted ELLs who have not passed the NYSELAT in three years or more.
Educational Software (Object Code 199)	15000	<input type="checkbox"/> Instructional software (Imagine Learning) will be purchased to implement the program with targeted ELLs who have not passed the NYSELAT in three years or more.
Travel	0	<input type="checkbox"/> n/a
Other	0	<input type="checkbox"/> n/a
TOTAL	45000	

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. Written and oral translation services are always available in our school. The monthly notice from the Principal is available in two translated languages, Haitian Creole and Spanish, which seek to provide our core population with the opportunities to have the information in their native language. Furthermore, there are a number of staff members who are fluent in several languages and are come to the aid at any time to assist in translation services.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community. The written and oral translation skills, on a needs basis, are available to the school community and this information is posted in the general office and main lobby.

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.

Our school provides written translation services in a variety of ways. First and most frequent are the Principal Parent notices, which are translated into Haitian Creole and Spanish. This practice assists in the communication between the school and the parents who are not yet fluent in the English language. Second, we have several staff members who are fluent in both languages who are available to offer support in both written and oral translation when necessary.

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.

The oral interpretation services that our school provides are basically on a needs basis. As parents contact the school with concerns around language barriers, school staff are available to participate in parent meetings, etc. for a fluid translation of important information. The school staff that are fluent in Spanish and Haitian Creole participate upon request to translate both written and oral expression.

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>.

The school fulfills the Chancellor's Regulation regarding parental notification requirements on a regular and needs basis.

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:	522,464	42,133	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,225		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	26,124	*	
4. Enter the anticipated 10% set-aside for Professional Development:	52,246	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
95%

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.

Professional Conversations around short and long term goals in order to become highly qualified in specific subject areas are part of the development of 100% teacher highly qualified status. In addition, support around achieving these goals along with a timeline for completion is part of these professional conversations.

* 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.

Parental Involvement Policy

Plan Development and Distribution

The P.S. / I. S. 138 Q Parental Involvement Policy is developed with input from all stakeholders. The plan is made available to parents at Title I meetings and a copy is kept in the office and main lobby.

P.S. / I.S. 138 Q agrees to implement the following statutory requirements:

- Parents will play an integral role in assisting with thier child's learning.
- Parents will be encouraged to be actively involved in their child's education.
- Parents will serve on advisory committees to assist in the education of heir child.
- Workshops will be available for parental participation such as: Adult ESL, Planning Family trips, Nutrition, Million Father March and State Assessment Preparation.

Parent Meetings and Trainings

Events 2009-2010	Date
PTA meeting	September 24th

Bed Books and Beyond	October 21 st
PTA meeting	October 29 th
Halloween Carnival	October 31 st
Picture Day	November 4 th and 5 th
Movie Night	November 20 th
PTA meeting	November 24 th
Holiday shop	December 1-19 th
Breakfast with Santa	December 5 th
PTA Meeting / Winter Concert	December 17 th
Movie Night	January 22 nd
PTA meeting	January 28 th
PTA Meeting / International Night	February 25 th
PTA meeting (Nominating Committee)	March 25 th
PTA meeting (Nominating for PTA Executive Board)	April 29 th
Dad/ Teachers Basketball games	May 15 th June 12
Movie Night	March 19 th
Teachers Appreciation	May 7 th
Plant Sale	May 6 and 7 th
Career Day	May 20 th
PTA Meeting (Election for PTA Executive Board)	May 27 th
Spring Concert	
Dance Festival	June 8 th
Movie Night	June 18 th
Field Day Grades 3-5	June 15 th
PTA Meeting (Introduction of the New PTA	June 17 th

Executive Board)	
Field Day Grades 6-8	June 21st

Community Involvement

As a community school, we recognize the need to involve the community in educating and enriching the lives of our students and their parents. These activities include but are not limited to:

- Girl Scouts
- International Night
- Identity Theft
- Cultural / Dance Enrichment
- Defensive Driving
- CPR/ AED Certification

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.

□

P.S./I.S. 138Q Parent Compact Provisions

School Responsibilities

P.S./I.S. 138Q will:

1. 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.
2. Hold parent-teacher conferences specifically, those conferences will be held: twice a year – 1st and 2nd semester.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide academic report cards at least three times a year.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Before, during, and after the academic day.
5. Provide parents opportunities to volunteer, and to observe classroom activities, as follows: Parents may contact the school or the parents' executive committee to learn about volunteer activities.
6. Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. 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.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. 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.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. 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.
13. Provide parents a copy of Parents Bill of Rights.

Parent Compact Provisions

We the parents of PS/IS 138Q will:

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

- Monitoring attendance.
- Ensure that my child has nutritious meals.
- 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.
- Ensure that my child adheres to the Department of Education Behavior Code.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- 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.

As a result of the needs assessment, the school wide program funding will be utilized to provide programs and resources that supplement the current instructional, extracurricular and parent involvement programs which exist. This funding will specifically address the needs component of the entire school community.

2. Schoolwide reform strategies that:

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

Academic intervention services (push-in, pull-out, Saturday Academy) are all avenues which are available to all students in our school. Each and every student has the opportunity to ask for and receive academic intervention support in order to meet and/or exceed the standard. In both the elementary and middle school, teachers are constantly assessing students and revamping their AIS groups to reach as many students possible. This support does not only target success for the standardized tests but for success in class and in the further practice at home.

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.

□

In our school, there are several opportunities to increase the quality of learning time. In the middle school, during lunchtime, students are invited to participate in a wide variety of clubs. These are part of the schedule and tap into the interest levels, ranging from sports related, to journalism and chess. We believe that extra activities like these support the quality of learning outside the realm of academia.

During the school year, students in grades three through eight are invited to participate in the Saturday Academy which is an intense preparation class geared toward the state exams. These classes seek to enrich the already strong readers, writers and mathematicians already in place and further challenge students to be confident in their work. The Saturday Academy has proven to be a successful component of our academics.

During the summer, the Summer Success Academy is a five week intensive academic preparedness and remedial program. Both mandated and enrichment students participate in an technology rich program to support growth in reading, writing and mathematics and in some cases, to assist in promotion possibilities.

- o Help provide an enriched and accelerated curriculum.

□ In our school, we are constantly revamping and assessing the curriculum used in all subjects so that students receive the most enriched and accelerated teaching and learning possible. Through intensive professional development, teachers are exposed to the latest and most innovative strategies available. These sessions are both subject and grade specific, seeking to push the learning in the teacher so he or she can do the same for the children. Success can easily be observed in many subjects as teachers take what they have learned in these sessions and immediately try the new techniques with their students.

- o Meet the educational needs of historically underserved populations.

□ Each and every student in our school deserves and receives the highest quality education we can possibly provide. With this being said, our main goal of raising the level of teaching and learning, in a risk free environment, seeks to meet and exceed the educational needs of historically underserved populations.

- 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.

□ Low academic achieving students who are at risk of not meeting the state standard are essentially part of the main goal of all AIS providers in our school. Classroom teachers are constantly assessing students to monitor for progress and bringing all data to the attention of school administrators and AIS providers. The Pupil Personnel Team is definitely a strong team, always

on top of those students who are in danger of failing, consistently focusing on putting steps in place to ensure the children get the best we can provide. Failure is not a choice in our school and we pride ourselves on giving kids the best chance to succeed.

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

Any and all state and local improvement strategies always become part of our implementation around teaching and learning.

3. Instruction by highly qualified staff.

School administrators work diligently to support all staff members in their quest to stretch their learning and remain in the highly qualified status.

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.

Professional Development is a high priority in our school and all staff members can attest to this standard. Academic, behavioral, social and strategic professional development sessions are available to all staff member during the year and the instructional team meets monthly to plan based on the needs of the staff. Additionally, decisions made by the instructional team also seek to provide parents with the tools and most innovative ideas around teaching and learning so the work continues after the school day ends.

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

An intensive and heavily scrutinized system is in place to attract, screen and hire the most qualified teachers for our students.

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

Over the course of the last two years, an ESL program for parents has become part of our repertoire of parent involvement services. These classes are taught for both spanish and haitian creole speaking parents and have become a major component in the growth of english for many families. These classes are at such a demand, that the administrative team has begun conversations and planning to add a second teacher to accomodate the community need.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Our strong academic program in pre-kindergarten consistently meets the needs of all students, following state mandates, using the most innovative strategies to ease the transition for new students.

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.

The instructional team, inclusive of curriculum coaches and administrative interns, is the direct link from the staff to the administration around all ideas including academic assessments and our instructional program. Over the last two years, we have begun professional converstations with teachers and school administrators around pedagogy, assessment, teaching, learning and short/long term goal setting.

These measures have raised the level of the relationship between students, teachers and administrators by opening up the lines of communication and using that dialogue to drive future decisions around 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.

The extended day program in our school has been revamped to include and make available the effective and timely additional assistance needed to support success. Teachers are invited to select, based on informal and formal assessments, those students who need the most academic intervention services. Over the course of the school year, these groups are monitored for progress, and during the three fifty minute sessions per week, teachers are able to make provisions to service as many students allowed.

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.

Our school has begun to utilize several social mediums, through the local community, which seek to support and integrate the larger goal of the NCLB to educate the whole child. A partnership with a local fraternity will seek to foster a greater bond with the organization and our seventh grade boys. The Black Spectrum Theatre, Museum of Natural History, Ballet Tech are just a few of the integration of local services that support our school community.

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.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	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.	Page#(s)
		Yes	No	N/A			

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.
 We are not a targeted assistance school.

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.)

We currently have twelve students in temporary student in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

We currently provide students with the following supports:

-attendance and lateness monitoring

-outside parent resources

-an assortment of academic intervention services

-at-risk counseling

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).
We are a Title I School.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 We are a Title I school.
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.
We are a Title I school.

CEP RELATED ATTACHMENTS

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

File Name - 28_29Q138_111510-130144.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 DSSI Cluster 01	District 29	School Number 138	School Name Sunrise School
Principal Nichele Manning Andrews		Assistant Principal James McEnaney	
Coach		Coach	
Teacher/Subject Area Karen Pinsky, ESL Teacher		Guidance Counselor Marc Guenoun	
Teacher/Subject Area Norma Tineo, 3rd Grade		Parent Belkis Bueno	
Teacher/Subject Area		Parent Coordinator Kim Johnson	
Related Service Provider Ilene Rabinowitz, SETSS		Other	
Network Leader		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	1
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	920	Total Number of ELLs	32	ELLs as Share of Total Student Population (%)	3.48%
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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 admittance, parents of ELLs are given a Home Language Identification Survey in their choice of language to complete. An informal interview is conducted by a qualified pedagogue (ESL Teacher or Administrator) in order to determine the language spoken at home. If necessary, a qualified staff member is called upon to translate and assist in this process. If no such translator is available in the school, the Translation Unit is contacted for assistance.

Within ten days of initial enrollment, all potential ELLs are administered the LAB-R by the ESL teacher. Based on the results of the LAB-R, ELLs are placed in the ESL program.

In the spring the ESL teacher administers all four components of the NYSESLAT to all ELLs. The results of the NYSESLAT are reviewed in September to determine continuous participation in the ESL program.

Based on the results of the LAB-R and the NYSESLAT, there are 32 ELLs at PS/IS 138. This ELL population consists of:

- 1 Fulani speaking ELL
- 2 Chinese speaking ELLs
- 3 Arabic speaking ELLs
- 7 Spanish speaking ELLs
- 9 French speaking ELLs
- 10 Haitian Creole speaking ELLs

2. Within the first month of school, parents of newly enrolled ELLs are sent an entitlement letter, parent survey, and selection form in English and their native language. The letter invites parents to attend a parent orientation workshop to learn about the three program choices available to their child.

At these workshops parents receive written information in their native language which explains school policies and other important information. Parents watch a DVD in their native language which explains the Transitional Bilingual, Dual Language, and ESL Programs.

If parents are not available to attend the workshops, alternate dates and times are offered. Working parents are encouraged to attend during Back-to-School Night or Parent Teacher Conference Nights. Workshops are offered periodically (approximately every other month) throughout the year so that parents of new admits may attend.

3. The ESL teacher distributes entitlement letters and Parent Surveys/Program Selection Forms the first day of ESL class. If parents of newly enrolled ELLs do not attend a scheduled workshop to explain the three program choices, an alternate date and time is offered.

Telephone conferences are scheduled if a parent is unable to attend any of the offered workshop dates.

4. Based on the results of the NYSESLAT, parents of ELLs who continue to be eligible for ESL are sent entitlement letters in English and their native language. These students are placed in the school's ESL Program. Newly enrolled ELLs are placed in the ESL Program within the first ten days of enrollment, based on their LAB-R score. Parents who select programs which do not exist at PS/IS 138 due to an insufficient number of students, are referred to the Parent Coordinator to assist in contacting the placement office. Translators are called upon for assistance when necessary.

5. Based on the completed Parent Selection Forms, there is a trend to choose the Freestanding ESL Program over Bilingual or Dual Language Programs. All 32 ELLs, which is 3.48% of the school's total population, are enrolled in the Freestanding ESL Program.

6. The program models at PS/IS 138 are aligned with parent requests. Each year, one or two parents show an interest in the Bilingual or Dual Language Programs, but choose the Freestanding ESL Program so that they can keep their children in the home school. At the present time, there are not sufficient numbers of students in consecutive grades who speak the same language to form a Bilingual or Dual Language class. Each year the ESL teacher monitors these numbers to determine if forming a Bilingual or Dual Language class is possible.

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0					0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0					0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0					0
Push-In	0	0	0	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	32	Newcomers (ELLs receiving service 0-3 years)	27
		Special Education	5

SIFE	1	ELLs receiving service 4-6 years	5	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	27	1	4	5	1	1	0	0	0	32
Total	27	1	4	5	1	1	0	0	0	32

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0					0
Chinese	0	0	0	0	0	0	0	0	0					0
Russian	0	0	0	0	0	0	0	0	0					0
Bengali	0	0	0	0	0	0	0	0	0					0
Urdu	0	0	0	0	0	0	0	0	0					0
Arabic	0	0	0	0	0	0	0	0	0					0
Haitian	0	0	0	0	0	0	0	0	0					0
French	0	0	0	0	0	0	0	0	0					0
Korean	0	0	0	0	0	0	0	0	0					0
Punjabi	0	0	0	0	0	0	0	0	0					0
Polish	0	0	0	0	0	0	0	0	0					0
Albanian	0	0	0	0	0	0	0	0	0					0
Yiddish	0	0	0	0	0	0	0	0	0					0
Other	0	0	0	0	0	0	0	0	0					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	EP	EL	EP																
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP																
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0																		

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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
TOTAL	6	1	2	11	3	3	1	3	2	0	0	0	0	32

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. A fully licensed ESL teacher instructs the ELLs through a pull-out model ESL Program in four small groups. English is the only language of instruction. ELLs are grouped according to grade level and proficiency level.

2. ELLs are pulled out of their classrooms Monday-Friday for the required number of minutes. Beginner level and Intermediate level ELLs receive 72 minutes of ESL per day, or 360 minutes per week. Advanced level ELLs receive 36 minutes of ESL per day, or 180 minutes per week.

3. Through academic rigor and explicit ESL and ELA instruction, all ELLs receive intensive, standards driven instruction, as well as all areas of the core curriculum. All content area lessons are differentiated to meet students' needs. Teachers of ELLs scaffold academic language to support students' participation in content areas. Bridging techniques are used to connect new concepts to prior knowledge. Teachers of ELLs also use visuals, realia, drama, and oral presentations to support students' understanding of academic content. They also model the use of the language and teach language functions and structures within the context of the lesson.

PS/IS 138 follows the Teachers College Columbia University Balanced Literacy Workshop Model of instruction. Through Guided Reading, Shared Reading, Read Alouds, Word Work, Modelled and Shared Writing, ELLs develop literacy skills necessary to understand the content areas.

4. There is one SIFE student at PS/IS 138. He is provided with intensive ESL instruction, which includes the fundamentals of phonics and sentence structure. This is accomplished through Word Work, Read Alouds, Shared Reading, and Guided Reading. The SIFE student also receives instruction in basic mathematical concepts through ESL methodologies. Computers are utilized by this SIFE student to help reinforce basic reading and math concepts. The SIFE student also receives extended day after school small group instruction.

Newcomers to the country are provided with bilingual dictionaries for their personal use. They are assigned a buddy who speaks their native language to make their transition easier and help with content area vocabulary. Library books are available in the native language of new arrivals as well. Since NCLB now requires ELA testing to all ELLs after one year, these students are encouraged to attend after school small group literacy programs and summer school programs.

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5. To help our ELLs meet the NYS learning standards, various instructional practices are utilized to focus on all four modalities of language. In order to develop speaking skills, chants, poems, songs, and dialogues are used. Students also act out stories and use a tape recorder to assess their own progress in speaking. To help enhance listening skills, students listen to tapes that correspond to books. Realia and picture cards are used to strengthen vocabulary development. To improve reading, teachers of ELLs use many different genres of literacy including non-fiction to incorporate Social Studies and Science into the curriculum. Charts, tables, political cartoons, maps, calendars, graphs, timelines, schedules, and bulletins are introduced and interpreted. Guided Reading series of books, library books, and big books are also used to help foster good reading skills. To strengthen writing skills, guided writing, interactive writing, and graphic organizers are used. Dry erase boards are also used to develop word work lessons. In order to improve their writing, students are required to write letters, reports, personal narratives, lists, poems, and summaries.
6. Students who have reached the proficiency level based on the NYSESLAT continue to receive ESL support if necessary. Articulation between the ESL teacher and classroom teachers continues throughout the year. If necessary, these students can be pulled out by the ESL teacher on an "as needed" basis. As per the New York State regulations, these students continue to receive testing modifications on all standardized tests for two consecutive years after passing the NYSESLAT.
7. New at PS/IS 138 is a data room. This room is a central location where data will be stored, displayed, and analyzed. This data will later be used to drive instruction. The data room will also be used for grade conferences.
8. We are not planning to discontinue any programs/services for ELLs.
9. Since ELLs are required to take standardized exams in ELA, Math, and Science, we offer them equal access to all school programs. After analyzing these standardized test results, it has been determined that most ELLs need additional support to help them meet the promotional standards.

We encourage our ELLs to attend after school ELA and Math Programs offered in every grade. ELLs are also afforded access to other school improvement programs such as AIS small group instructional groups, Reading Recovery, Saturday Academy for Math and ELA test prep, and summer school programs.

10. Based on the results of the NYSESLAT, it is evident that all proficiency levels need improvement in reading and writing. The NYSESLAT data helps teachers plan differentiated instruction and group students for targeted instruction. The ESL teacher and classroom teachers focus on improving the reading and writing skills of their ELLs. AIS small groups provide additional instruction in these areas of weakness.

All ELLs have access to the internet using the computers in their classrooms. Our computer teacher also provides lessons to Grades K-5 on a regular basis through the use of individual laptops. These lessons focus on the weaknesses of the students in literacy and the content areas, including vocabulary development.

ELLs utilize the dual language glossaries and dictionaries in the school, as well as dual language books housed in our library.

11. Native language support is facilitated by the use of dual language books housed in our library. The ESL teacher speaks Spanish, which helps assist our Hispanic ELLs. Our library teacher, Special Education paraprofessional, and middle school Math teacher speak French and Haitian Creole, which are the native languages of the majority of the current ELLs in the school.

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)?

Programming and Scheduling Information- Continued

12. Required services, support, and resources correspond to the ages and grade levels of ELLs. Dual language dictionaries and glossaries, books, hands on manipulatives, audio/visual materials, and computer programs are available to ELLs and are age and grade level appropriate.

13. In March and April early registration is conducted for parents of incoming students. The ESL teacher conducts interviews with the parents of potential ELLs and refers them to the parent coordinator for information in their native language. Translators are contacted if needed.

14. All ELLs in Middle School (Grades 6-8) are offered Spanish class as an elective. Sixth graders have Spanish once a week; seventh graders have Spanish twice a week; and eighth graders have Spanish three times a week.

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.

Paste response to questions 1-3 here

1. Classroom teachers on all grades have common prep periods so that professional development, planning, and gathering of data can take place. Professional development of ELL personnel also takes place during after-school workshops and on Professional Development days. The ESL teacher and classroom teachers of ELLs are also encouraged to attend the many workshops pertaining to ELLs offered by the Department of Education throughout the year.

2. Meetings are conducted in the spring with the staff and students transitioning from our elementary school to our middle school. Being as our elementary school and middle school are housed in the same building, there is a smooth transition for the students. Our ELLs have the continuity of the same ESL teacher when they are in middle school. Also, our 5th grade is now departmentalized, which makes the transition to middle school that much easier.

Several meetings are held for students who will be graduating from 8th grade and going on to high schools throughout the city of New York. Parents of these students are invited to attend as well. Our guidance counselor also holds workshops for these students to explain the high school selection and application process.

3. Teachers are encouraged to attend the minimum 7.5 hours of ELL training. This training is offered through various workshops given by the New York City Department of Education.

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?

Paste response to questions 1-4 here

1. Parents of all students, including ELLs, are encouraged to participate in all workshops and meetings. Parent workshops and meetings are offered during school, after school, evenings, and on Saturdays. Examples of these workshops include: Homework Help, Math, Test Prep, Gardening, Technology, and Science. Refreshments are provided at these workshops, and childcare is offered as needed.

2. Our school partners with many agencies and organizations to provide workshops and trips to all parents, including parents of ELLs. Translators are called upon when necessary. Some examples of the workshops offered by these agencies and organizations are: Police Department- Gangs and Violence, Cornell Extension- Nutrition and Cooking, Office of Adult and Continuing Education- GED and ESL for Adults, and a trip to the Museum of Natural History.

3. We evaluate the needs of our parents by sending home surveys that inquire about the kind of workshops that would be of interest to them, and the time of day they would be available to attend. Parents are encouraged to attend PTA meetings and voice their needs during these meetings as well. Our Parent Coordinator uses the Translation Unit to help communicate with parents of ELLs when necessary.

4. The results of the surveys sent home to parents are evaluated by the administration and the Parent Coordinator in order to plan for workshops and trips that would be beneficial to the needs of our parents.

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)	4	1	1	7	1	0	0	1	2					17
Intermediate(I)	2	0	0	3	2	3	1	1	0					12

Advanced (A)	0	0	1	1	0	0	0	1	0					3
Total	6	1	2	11	3	3	1	3	2	0	0	0	0	32

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

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

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

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

Paste response to questions 1-6 here

1. Since our school follows the Columbia University/Teachers College Workshop Model, the assessments tools we utilize the most are the TC assessments. In the lower grades (K-2nd), a Reading Assessment Profile is kept by the classroom teachers and shared with the ESL teacher. In the upper grades (3rd- 8th), TC Assessments for Independent Reading are used to determine the reading level of each student. Rally ELA Assessments are used in grades 3-8 to measure reading comprehension. DRA testing is also done four times a year to help teachers evaluate the strengths and weaknesses of their students.

The data collected based on the aforementioned assessments indicate that ELLs need to improve their reading and writing skills. Knowledge of the specific strengths and weaknesses help teachers drive instruction and added support where needed.

2. Data patterns reveal that all ELLs in all proficiency levels performed better on the Listening and Speaking Subtests of the NYSESLAT than on the Reading and Writing Subtests. This was evident across all grade levels.

3. The patterns across NYSESLAT modalities are shared with the teachers of ELL students. The ESL teacher, AIS providers, and classroom teachers of ELLs will work with these students to help improve performance in deficient areas.

4.a. The patterns of results on standardized tests indicate that almost all ELLs need improvement in ELA and the content areas, regardless of their proficiency level of English. Students who took the content area exams in their native languages did not perform better than those who took the tests only in English. These results may due to the fact that the content area exams are not translated into French, which is the language our Haitian students would prefer to use. Taking the content area exams in Haitian Creole was not beneficial to these students, since they do not read or write it.

b. Not applicable.

c. Not applicable.

5. Not applicable.

6. In order to evaluate the success of our programs for ELLs, the ESL teacher collaborates with the classroom teachers of these students regarding progress, curriculum, ESL methodologies, and testing concerns. The ESL teacher continually monitors the progress and language development of the ELLs who have passed the NYSESLAT and those who are still entitled to ESL services.

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. 138 Sunrise					
District:	29	DBN:	29Q138	School		342900010138

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	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	18	18		93.2	93.9	92.8
Kindergarten	62	68	70				
Grade 1	85	85	80	Student Stability - % of Enrollment:			
Grade 2	81	82	80	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	87	81	103		91.8	92.0	90.6
Grade 4	108	87	85				
Grade 5	113	113	100	Poverty Rate - % of Enrollment:			
Grade 6	144	116	122	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	108	143	120		66.8	79.7	81.5
Grade 8	110	104	134				
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		11	30	20
Grade 12	0	0	0				
Ungraded	2	9	11	Recent Immigrants - Total Number:			
Total	918	906	923	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					10	8	7

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	51	52	44	Principal Suspensions	0	11	31
# in Collaborative Team Teaching (CTT) Classes	6	12	13	Superintendent Suspensions	3	1	9
Number all others	36	37	39				

These students are included in the enrollment information above.

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

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	33	25	TBD	Number of Teachers	68	71	67
# ELLs with IEPs	1	6	TBD	Number of Administrators and Other Professionals	15	15	8
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	2	9

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	8	% fully licensed & permanently assigned to this school	100.0	100.0	98.4
				% more than 2 years teaching in this school	66.2	76.1	88.1
				% more than 5 years teaching anywhere	66.2	69.0	82.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	96.0	98.5
American Indian or Alaska Native	0.3	0.3	0.2	% core classes taught by "highly qualified" teachers	82.5	87.7	95.0
Black or African American	86.3	87.4	88.8				
Hispanic or Latino	8.2	7.2	6.6				
Asian or Native Hawaiian/Other Pacific	1.9	1.5	2.2				
White	2.1	1.5	2.2				
Male	52.6	53.0	51.2				
Female	47.4	47.0	48.8				

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,					
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Overall NCLB/Diferentiated 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	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	29.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	1.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	23.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.5						

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