



SAMUEL RANDALL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (08/ BRONX/ 08X138)
ADDRESS: 2060 LAFAYETTE AVENUE
TELEPHONE: 718 8225325
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 138 **SCHOOL NAME:** Samuel Randall School

SCHOOL ADDRESS: 2060 Lafayette Avenue Bronx, NY 10473

SCHOOL TELEPHONE: 718 822 5325 **FAX:** 718 239 3114

SCHOOL CONTACT PERSON: Lorraine Carroll Dawkins **EMAIL ADDRESS:** LorraineCarrollDawkins@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Paulette Denise Owens

PRINCIPAL: Lorraine Carroll Dawkins

UFT CHAPTER LEADER: Deborah Martinez

PARENTS' ASSOCIATION PRESIDENT: Jannieka Benjamin

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 8 **CHILDREN FIRST NETWORK (CFN):** 551

NETWORK LEADER: Margaret Struk

SUPERINTENDENT: Tom Behr

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
Lorraine Carroll Dawkins	*Principal or Designee	
Deborah Martinez Teran	*UFT Chapter Chairperson or Designee	
Jannieka Benjamin	*PA/PTA President or Designated Co-President	
Chevonne Perry	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Carol Bracero	DC 37 Representative, if applicable	
Paulette Owens	<i>Member/teacher</i>	
Geraldine Mitchell	Member/Teacher	
Sonia Lue	Member/Teacher	
Joe DiCrescento	Member/Teacher	
Lakeisha Cobbold	Member/Parent	
Alecia HoSue	Member/Parent	
Leda Godwin	Member/Parent	
	Member/Parent	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 138 is located in the Soundview section of Bronx, New York. This is a pre-kindergarten to fifth grade school. The PS 138x school building is a safe, clean and nurturing environment into which all students, including ELL and Special Education, are welcomed and encouraged to attend punctually and regularly. Space, scheduling, programming, materials and curriculum are tailored to meet their needs and to raise the achievement of each student.

All constituencies assume the responsibility for every child's education. Administration, staff and parents collaborate on the School Leadership Team. Their goal is to devise policy, develop and assure the implementation of policy as well as programs. They also seek out and research the availability of educational excellence.

In addition to reaching high standards in all curriculum areas, it is our goal to make our students literate, culturally aware citizens of New York City by enriching, enhancing and extending students' learning through the arts.

The Society of Educational Arts will be providing a dance residency to the ESL students and 3 general education classes. Grant funds are also used to support dance residences, stage performances, and students and classroom teachers provide students with an opportunity to develop visual arts.

Special Education is The SAGE academy (Students Academically Growing Every Day). Students' present IEP's have been changed to reflect the new continuum. Mainstreaming and departmentalizing are in place to ensure that we are meeting the needs of some of the Sage academy students. The focus of math departmentalizing will assist in raising our scores to meet the AYP. The schedule for self-contained special education students was designed to maximize instructional time.

SEA (Students Excelling Academically) Academy identified students that have achieved high academic goals. The academy is designed for students who have demonstrated that they would benefit from a course of study that is more challenging. Students also participate in enrichment activities that enhance their academic studies. A wide range of projects was also added to the curriculum. The arts are integrated in all aspects of the curriculum.

Academic Intervention Services are provided during the day through small group pull out program from coaches and AIS Teachers, Tuesday and Wednesday (50 minutes). Additionally, there is an afterschool program Thursday and Friday (1 and 1/2 hours each day) which focus on math instruction. The Saturday Institute, for grades 3 - 5 is held every Saturday from September to April for four hours of instruction in ELA and Math.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	Samuel Randall School			
District:	8	DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2007-08	2008-09	2009-10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
Male								
Female								

2009-10 TITLE I STATUS				
<input 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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Performance Trends

In the past three years the performance data in ELA and Math has fluctuated.

In Spring of 2010, the scores in ELA and Math indicated that the level one students increased in grades 3-5.

ELA

Grade 3 – 40.9% reading at or above grade level

Grade 4- 35.3% reading at or above grade level

Grade 5 - 34.6% reading at or above grade level

Math

Grade 3 - 49% at or above grade level

Grade 4 - 48% at or above grade level

Grade 5 - 46.5% at or above grade level

In Winter 2009, grades 3-5 had 64% reading at or above grade level. All sub groups made exemplary gains in ELA. On the Mathematics Exam grade 3,4, and 5 levels 3 and 4 was at 86 but only the African American made exemplary gains in mathematics.

ELA

Grade 3 - 63% reading at or above grade level

Grade 4 - 63% reading at or above grade level

Grade 5 – 65% reading at or above grade level

Math

Grade 3 – 95% at or above grade level

Grade 4 – 86% at or above grade level

Grade 5 - 77% at or above grade level

In the winter 2008 grades 3,4,5 levels 3 and 4 was 57%

ELA

Grade 3 59 % reading at or above grade level

Grade 4, 45% reading at or above grade level

Grade 5 57%. reading at or above grade level

Mathematics

Grade 3 - 85%, at or above grade level

Grade 4 - 75% at or above grade level

Grade 5 - 79% at or above grade level

Accomplishments

- Frequent staff discussions concerning the strengthening of the pre K through grade 2 program changed reading and writing expectations for grade pre K, K and 1.
- Inquiry meeting focused on three types of grade 1 students: those who attended pre K and k, those who attended kindergarten, and those who did not have pre K or kindergarten.
- Inquiry team focused on writing across the grades as a school wide focus which has helped prepare students for more rigorous assignments.
- Curriculum planning was comprehensive horizontally and vertically across grades as well as on the grade.
- Inquiry work led to changes in expectations for reading throughout the school.
- Differentiation of instruction was implemented school wide.
- Implemented successful authors and poet studies across the grades.
- Lunchroom menus successfully incorporated multicultural meals.
- Two teachers in the physical education program increased the number of students participating in gym.
- Life science program was enhanced through visual and kinesthetic experiences with butterflies, ants, crayfish, snails, tadpoles and snails.
- Live performances were paired with assessments workshops for parents and guardians.
- We have developed the Honor Society for all students who received honor for all three marking periods.
- School wide discipline has improved through the efforts of a full time dean and enforcement of behavior code.
- Due to the use of School Messenger, there has been an increase in parental involvement at general workshops and parent meetings.
- The school continues to distribute a monthly newsletter that keeps parents informed.
- The school's Beautification Program resulted in students planting parent donated plants and now provides an area where teachers can do read-alouds in the gardens.
- The following forums saw an increase in parental involvement in our school:
 - Curriculum Night (Open house)
 - November 2009 Parent – Teacher Conferences
 - March 2010 Parent – Teacher Conferences.
 - PreK through grade 2 “Great Expectations” Parent workshop and materials distribution.
 - Social Studies Test Prep Parent Workshop
 - ELA Test Prep Parent Workshop.
 - Math Test Prep Parent Workshop.
 - Science Test Prep Parent Workshop.
 - Parent Association General Membership meeting, Carnival/Health Fair and fundraising activities.
 - Grade 3-5 performances which was paired with personal student data and materials distribution to parents.
 - “Fall Into Learning” math, science and literacy Fair.
 - “Spring Fling” math, science and literacy Fair.
 - “Story Book Night” multi- genre Literacy Fair.
 - Grades 4 & 5 Parent/Child Sweetheart Dance”
 - Grade 3 Parent/Child Spring Dance (paired with personal student data and materials distribution)

- Grandparents “Raising Kids The Second Time Around” Guidance Workshop and Luncheon.
- ELL Parents Luncheon where Summer Success educational materials was distribution.
- Open communication about student’s long/short term goals (assessment)
- New York City Parent Survey.
- All workshops and family events involved the distribution of free books for children’s home libraries.

Most Significant barriers to the school’s continuous improvement

We are about 125% over utilized. Larger classroom sizes make it extremely difficult for classroom teachers to provide small group intervention. Each year students are sent to other schools because overcrowding issues persist in our building. Those students return the following year resulting in loss of continuity overcrowding in grade one to three. The school is in need of a zoning change which was voted down by the CEC during the school year 2009-2010. Schools in our area are underutilized and have the space to accommodate a rezoning plan.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goals	Description
Goal 1: By June 2011, 75% of our students in K-2 will approach or meet their reading goals as measured by Fountas and Pinell and DRA2 quarterly.	SLT recognized that we need gains for all students in ELA.
Goal 2: By June 2011, 75% of our students in K-2 will approach or meet the Math goals as measured by unit assessments and quarterly assessments.	SLT recognized that we need gains for all students in Math.
Goal 3: By June 2011, 5% more parents will attend parent meetings, workshops and parent teacher conferences evidenced by attendance sheet.	SLT recognized the lack of parent support at home and in school. The PA along with teaching staff conduct workshops that are beneficial for students education well being.
Goal 4: 90% of teachers grades K-5 will be able to show evidence of an understanding and ability to analyze data in ELA and Math by setting interim goals and tracking the progress of every student during 2010-2011 school year measured by data from unit assessments, running records, DRA2 and simulations .	As a data driven school, it is crucial for data to be monitored on an on-going basis.

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): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1: By June 2011, 75% of our students in K-2 will approach or meet their reading goals as measured by Fountas and Pinnell and DRA2 quarterly.</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>During school year 2010-2011 classroom teachers and support staff will utilize the Balanced Literacy Workshop Model which is outlined in grade level curriculum maps. Running Records will be administered on an ongoing basis to ensure appropriate placement in guided reading groups.</p> <p>General Education students and students with IEP’s who are in these subcategories will:</p> <ul style="list-style-type: none"> • Receive Reading Reform Program Phonics Instruction. • Engage in daily Balanced Reading Program. • Utilize Rigby Literacy as the core reading program. • Receive Making Meaning Instruction. • Engage in Independent reading through the 100 Book Challenge program. • Receive instruction in fluency through the Scott Foresman Literacy program. • Test preparation through various materials. • Awards Program • Utilize music to enhance phonics and reading instruction. <p>Students in self-contained classes who are in these subcategories will:</p> <ul style="list-style-type: none"> • Utilize Literacy by Design as the core reading program. <p>Professional Development:</p> <ul style="list-style-type: none"> • ELA Common Core Standards • Genre Writing • Differentiated Instruction

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> • Title I , Fair Student Funding, ARRA Funds, Title 3 LEP and NYSTYL • Staff will receive ongoing training through coaches from the end of August 2010 to June 2011 to ensure effective implementation of instructional programs. • AUSSIE consultants will give ongoing staff development throughout the school year. • DRA2 will be utilized to determine independent reading levels and student progress. • Common preparation periods will be utilized for grade planning and professional development. • Administration will interact with students learning in ELA, and formally and informally observe teaching in ELA instruction. • On professional development days differentiation of Instruction workshop will be done for PreK thru 5 • Administration will review data on an ongoing basis and meet with coaches and AUSSIE consultants to identify support needed by individual teachers and grades.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Assessment Binders will include: <ul style="list-style-type: none"> • Conferencing notes (Weekly) • Assessment data (Monthly) <ul style="list-style-type: none"> - Simulation test results (Tri monthly) • Results from DRA2 October, and May • Predictive, Periodic and Diagnostic Assessment Results • Rigby Benchmark(bi monthly) • Student portfolios: <ul style="list-style-type: none"> • Evidence of student work, DRA2, and Benchmark, • Staff Development: <ul style="list-style-type: none"> • Agendas, sign in sheets, classroom visitation documentation and observations for evidence of professional development

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 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): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 2: By June 2011, 75% of our students in K-2 will approach or meet the Math goals as measured by unit assessments and quarterly assessments.</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>	<ul style="list-style-type: none"> • During school year 2010-2011 – Classroom teachers and support staff will utilize Everyday Math and Math Steps in grades PreK-2. • <u>Instructional Practices & Strategies</u> <p>We will</p> <ul style="list-style-type: none"> • Incorporate math strategies in addition and subtraction from September to June for grades K-2. • Incorporate Friday Test Readiness Packets which include, multiple choice and problem solving strategies, • Utilize data from quarterly assessment to inform instruction and support teachers in addressing areas of student’s academic need. • Math Carnival for grades K-2 in Spring 2011 • Implement ongoing kid watching in grades Pre K – 2 • Friday Afternoon Math Games to reinforce math concepts in grades Pre K -2 <p>Professional Development:</p> <ul style="list-style-type: none"> • Math Common Core Standards • Problem Solving Strategies • Differentiated Instruction

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Title I and Fair Student funding ,ARRA Funds NYSTYL, Title 3 • Staff will receive ongoing training, including, teacher watches, modeled lessons, personal conferences and workshops, from coaches from the end of August until June to ensure effective implementation of instruction. • AUSSIE Consultants will give ongoing staff development throughout the school year. • Common preparation periods will be utilized for group planning and professional development. • Cross Curriculum Grade Meetings • Professional Development Days: Differentiation of instruction workshop • Administration will interact with students and formally / informally observe teaching and learning in Math instruction. • Administration will review data on an ongoing basis and meet with instructional coaches and Aussie consultants to identify support needed by individual teachers and students.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • In November, March and June data from interim assessment • Assessment Binders will be updated quarterly, and will include conferencing notes, assessment results: NYS math exam, unit assessments and test simulation data • Student Portfolios will provide evidence of student class work and or projects, and include periodic assessments. • Staff Development: • Agendas, sign in sheets, classroom visitation documentation and observations for evidence of professional development.

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 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): Parent

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 5% more parents will attend parent meetings, workshops and parent teacher conferences evident by attendance sheets.</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>	<ul style="list-style-type: none"> ● Schedule open house for Thursday, September 23, 2010 for parents to meet with teachers and discuss the classroom curriculum ● Utilization of School Messenger phone contact program to do parent outreach ● Provide educational workshops for parents that are grade and subject specific ● Arrange for outside agencies to provide various types of health related workshops ● Contact community agencies to provide workshops ● Send home a monthly news letter to inform parents of upcoming events ● Utilize a parent concern form to address issues that may arise ● Develop a parents bulletin board in the main lobby to post current information ● Meet with the executive board to address all fund raising and activities that the P.A, will participate in to support the school ● Provide information to parents concerning assessment, assessment dates and interpretation of data ● Send letters in the mail to parents. ● Hold literacy and numeracy workshops ● Collaborate with parent coordinator to increase parental support ● Identify outside programs to assess illiterate parents ● Collaborate with mental health agency for students in need of medical support ● Utilize the parent coordinator to serve as a liaison between the community and the school

	<ul style="list-style-type: none"> ● Provide Parent Survey ● Implement suggestion tear off sheet along with monthly newsletter ● Parent Association Newsletter ● Day and Night meeting
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title 1, ARRA , Title 3 Each month one to two workshops will be provided to address ELA, Math, and /or Science.</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>Agendas, sign in sheets and/or parental surveys will be review every two months resulting in 1% gains of parental involvement.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for(Improvement, Corrective Action, Restructuring, SURR 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.*

Data	
Subject/Area (where relevant):	
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During 2010-2011 school years, 90% of teachers grades K-5 will be able to show evidence of understanding and analyzing data ELA and Math by setting interim goals and tracking the progress of every student measured by data from unit assessments, running records, DRA2 and simulations.</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>	<ul style="list-style-type: none"> ● (ARIS), Acuity & NYStarts will be utilized to identify areas of strengths and weaknesses according to the reading and math item analysis ● (ARIS) Acuity & NYStarts will be utilized to target Level 1 students in need of academic intervention, additional support to increase percentage of students in levels 3 and 4 and identify the areas of strengths and weaknesses on the grade ● ATS data will be utilized to analyze number of students needed to increase % of students at or above grade level ● NYSLAT and Fountas and Pinnell will be utilized to identify students for at risk and enrichment programs ● Monthly writing assignment will provide feedback for teachers to drive the writing programs ● DRA2, FP levels, Benchmark Rigby assessment and kid watching will be utilized to support individual student growth ● NYC Interim Assessment test data will be used to provide ongoing data to determine student strength and weakness ● Setting long and short interim goals. ● Individual Student, class, and grade strengths and weaknesses <ul style="list-style-type: none"> ● Development of student portfolios <p>Professional Development:</p> <ul style="list-style-type: none"> ● Data Driven Instruction

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ● Title I , ARRA , Fair Student Funding and NYSTYL ● Staff will received ongoing training through coaches from the end of August to ensure effective implementation ● AUSSIE Consultants will give ongoing staff development throughout the school year. ● DRA2 will be utilized to determine independent reading levels ● Unit Diagnosis Test small group instructional ● Common prep will be utilize for group planning and training ● Principal will block time to interact with students and informally observe teaching and learning in ELA. ● Administration will review data on an ongoing basis and meet with coaches to identify support needed by individual teachers and grades.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ● Assessment Binders which includes: Conferencing note, instructional plans <p>Assessment Results:</p> <ul style="list-style-type: none"> ● NYS Math Exam, ● Unit assessments(after each unit) ● Simulation results ● Results from DRA2 October and May, ● Benchmark Every two months, ● NYS ELA Exam ● Student portfolio; ● Evidence of student work and DRA2, Benchmark, and NYS ELA Exam ● Student Portfolio: evidence of student classroom work or projects <p>Staff Development:</p> <ul style="list-style-type: none"> ● Agendas, sign in sheets, classroom visitation documentation and observations for evidence of professional development. ● Monday 50 minute Teacher Team / Professional Development

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	58		N/A	N/A	5			
1	120		N/A	N/A	5	2	2	
2	120		N/A	N/A	5	2	2	
3	120	120	N/A	N/A	5	2	2	
4	120	120			5	2	2	
5	120	120			5	2	2	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Reading Reform K-3- Day Whole Class, Achieve 3000 Day- small group), afterschool program from October – January Saturday school October –May 15:1 after school and Saturdays, 50 minute instruction Monday-Wednesday Special Ed (small group) and General Ed (10:1), Social Studies/ELA Cluster Day – Whole class 5 classes a day
Mathematics:	Scott Foreman (Day whole classes 3 rd , 4 th and 5 th), afterschool program January – March Saturday school October – May(After school and Saturday 15:1) 50 minute instruction Monday-Wednesday AUSSIE, (1 day a week) Math cluster(Whole class 5 classes a day)
Science:	Science Cluster works with 5 classes a day to provide support to the science curriculum during coverage. Science afterschool program for 4 th grade 15 students to one teacher in the month of May
Social Studies:	Social Studies cluster works with 5 classes a day to provide support to the Social Studies curriculum during coverage.
At-risk Services Provided by the Guidance Counselor:	Working with students who are displaying behaviors not conducive to the classroom (one to one).
At-risk Services Provided by the School Psychologist:	If needed students can be picked up with parental consent (one to one).
At-risk Services Provided by the Social Worker:	If needed students can be picked up with parental consent (one to one)
At-risk Health-related Services:	N/A

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K-5 Number of Students to be Served: 62 LEP Non-LEP

Number of Teachers 2 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

P.S.138 provides a freestanding pull-out ESL program. Students receive ESL instruction aligned with state mandates according to their NYSESLAT levels. The schedules of the ESL teachers are designed to ensure that students are not pulled out of classes the same periods every day. This prevents them from missing the same subject areas. The pull-out program ensures that students receive the state mandated time allotted for ESL instruction. Beginning and intermediate students receive 360 minutes of instruction per week or eight periods, and advanced students receive 180 minutes (four periods) of instruction per week. Some of the materials used for ELLs include: *Rigby's On Our Way to English*, *Scholastic News* magazine, which incorporates non-fiction, content area topics and activities, are part of the program. Websites like *Ed Helper* and *ABC Teach* are also used for additional instructional materials including reading and writing assignments. Methods used are repeating and rephrasing, using graphic organizers and pictures, and collaborative learning where students have the opportunity to use multiple intelligences and their particular learning styles. Language learning games are supplemental motivational materials. In addition, ESL teachers collaborate with classroom teachers to obtain an understanding of the content areas to address during pull-out sessions.

ELL students will participate in the Early Bird Vocabulary Lesson instruction each morning before the school day from 8- 8:30 am by the ESL teacher. Small group instruction pullout/ push program for 45 minutes a day by a certified bilingual teacher. Bilingual certified teacher will provide instruction during her prep period to prepare English Language Learner with test prep strategies in ELA and Math.

The ELL students will participate in the Thursday & Friday Afterschool from 3:10-4:40 pm and Saturday Institute for the hours of 8:30AM-1:00PM from October to May. Afterschool provides a snack daily. On Saturday the students arrive to school, a light breakfast is served from 8:30-9:00 AM. Lunch is served in mid afternoon. This program is designed to help ELL and general education students' academic performance in preparation for the English Language Arts test and State Math test. Scaffolding strategies such as modeling, bridging, schema building and the use of graphic organizers help the ELL students better utilize the test preparation materials test and meet NYS Standards and NYC Standards. Different types of materials meet the varied learning modalities of our ELL Students. There are 42 ELL students and we expected all ELL's to participate in the Afterschool and Saturday Institute. The language of instruction is in English. The service providers are general education teachers that are New York State certified educators. The students are serviced by a Spanish speaking teacher.

The curriculum for the Saturday Institute goes as follows:

Grade 3:

ELA

- Buckle Down New York English Language Arts Level 3, Class 3A Only
- Read, Write, & Edit Grade 3
- Read, Write, & Edit Grade 2
- Best Practices Level C
- Mathematics
- Scott-Foresman-Addison Wesley Grade 5 Test Taking Practice Transparencies
- Number Pals Level B & C
- Spanish textbooks will be provided for students

Grade 4:

ELA

- Read, Write, & Edit Grade 4
- New York Listening and Writing for the NY ELA Test Book D
- Best Practices Level C

Mathematics:

- Math Options Math Literature, and You Book 4
- Scott-Foresman-Addison Wesley Grade 5 Test Taking Transparencies
- Spanish textbooks will be provided for students

Science

Buckle Down

Grade 5:

ELA:

- Read, Write, & Edit Grade 5
- Classroom Libraries

Mathematics

- Scott-Foresman-Addison Wesley Grade 5 Test Taking Practice Transparencies
- Spanish textbooks will be provided for students.

The curriculum for Thursday & Friday goes as follows:

Grade 3, 4 and 5

Math:

- Triumph Learning - N Y State Coach
- Hands on Activities that supports the curriculum

Other monies being used to fund this program are Title I Schoolwide and Fair Student Funding.

Parent Involvement

Parents will attend the following workshops How to help My Child With The Statewide Social Studies Test, Great Expectations for PreK ,K 1 and 2, ELA Parent Workshop Part I and II, How to Help My Child with the State Math Test Part I and II How to Help My child Succeed With the State Science Test. Parents are given books to work with students at home. Craft workshops are provided during different seasons Dec and April. Family centered activities days based on math, science and literacy. Summer Literacy Luncheon to provide parents with literacy activities to help students during the summer.

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.

ESL teachers attend professional development workshops including BETAC workshops. During common prep periods, they will turnkey strategies and information learned at these workshops with classroom teachers and other staff members.

ESL teachers work with classroom teachers to help students develop skills they will need in middle school such as: note taking techniques, listening skills, filling out graphic organizers, following multi-step directions. They provide direct instruction in content area vocabulary and use data to analyze students’ strengths and weaknesses on standardized tests. Students visit local middle schools as well.

ESL teachers make themselves available to classroom teachers concerning ELL students in their class. ELL teachers offer feedback regarding next steps such as using dictionaries, pairing students with bilingual students, sight word recognition, modeling and questioning techniques, pictures, and strengths and weaknesses of individual students. In addition, they also make ELL resources available to classroom teachers.

Section III. Title III Budget

School: 138 BEDS Code: 08X138

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	(5000.00)	Early Morning Vocabulary Program 54 sessions - .5 hour per session at the rate of \$65.00 and 54 sessions - .75 hours per session at the rate of \$65.00
Purchased services - High quality staff and curriculum development contracts.	(2,000.00)	Art consultant
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(3,000.00)	Books on Tape, Picture cards dual language materials and parent materials
Educational Software (Object Code 199)		
Travel		
Other	1,999.00	Trips and performances
TOTAL	11,999.00	

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.
 - a. The ATS and NYstarts report will be used to identify the various ethnic groups in the school
 - b. Parent survey will be used to identify parent that need translated information
 - c. Home language surveys were reviewed to ascertain if another language is spoken at home.
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.

We found that based on our students' population 957 students about 5% of the parents request school information in Spanish through school survey.

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 parent coordinator and other Spanish speaking staff member assist in translation of letters for parents. Additionally all communication sent to parents translated through a software program.

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

Our assistant principal/ special education liaison, literacy coach, parent coordinator, pupil accounting secretary and staff member who are fluent in Spanish serve as oral interpreters

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>.

There is a bulletin board located by the door of the school with information for parents in Spanish and English. Additionally there is a sign posted by the security desk in the main lobby indicate the parent interpretation is available.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	755,607.72	244,905.20	1000,051.90
2. Enter the anticipated 1% set-aside for Parent Involvement:	8995.00	2474.00	11469.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	44,977	*	
4. Enter the anticipated 10% set-aside for Professional Development:	89,953	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98

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 development will be on going in all subject matters.

Teachers will be mentored by our coaching staff, AUSSIE Consultant and other consultant hired by the school to provide professional development. Additionally teachers will identify college courses that will help them to become highly qualified.

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

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

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

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

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

PS 138, The Samuel Randall School, in compliance with the Title I/PCEN mandates, will implement a parent involvement policy strengthening the link between the school and the community. PS 138's policy is designed to keep parents informed by actively involving them in planning and decision making process.

Parents are encouraged to participate on the school leadership teams and the parents associations. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home school partnership that provides parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.

Title I Parent Involvement Policy

The *PS 138* will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

LIST ACTIONS

- *PS 138* will take the following actions to involve parents in the process of school review and improvement under Section 116 Academic Assessment and Local Educational Agency and School Improvement of ESEA:
- Convene an annual meeting for parents of participating Title I students, for the purpose of explaining the program offerings. In subsequent years, this meeting will be held during the start of the school year, in conjunction with a curriculum night. In this first year of operation, we will convene this meeting soon after our SLT is determined.
- Parents will be asked to volunteer to serve on a committee that will meet during the school year to help plan and review Title I programs.
- Jointly develop, with parents, a parent involvement plan that outlines how parents, staff, and students will share ideas, and outline responsibilities which will enable participating Title I students to achieve higher standards. This will be reviewed regularly at PTA and SLT meetings.
- An evaluation will be conducted by members of the SLT. The SLT will issue a survey that will be completed by April. The results will be reviewed at subsequent SLT & PA meetings where parent comments will be solicited.
- *PS 138* will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and improve student academic achievement.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this outline:
 1. The State's academic content standards and common core standards;
 2. The State's student academic achievement standards;
 3. The State and local academic assessments including alternate assessments;
 4. The requirements of Title I, Part A;
 5. How to monitor their child's progress
 6. How to work with educators.
 7. Promotional Policy
- Evening parent workshops held in conjunction with PA meetings.

PS 138 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
- Distributing course outlines, etc. to familiarize parents with academic requirements.
- Evening parent workshops conducted by teachers and other staff as well as community based organizations.

PS 138, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals
- and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
- Workshops will be conducted in conjunction with regularly scheduled professional development.

PS 138 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Richard Green Head Start and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by
- Having the Parent Coordinator serve as a resource for contacting these activities.
- *PS 138* will take the following actions to ensure that information related to the school and parent-programs, meetings

and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Translate all newsletters as necessary.
- Identify preferred method of communication for parents
- Develop a uniform format for all mailings.
- Phone Messenger

Adoption

In subsequent years, this School Parental Involvement Policy and the School Parent Compact will be developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership and PTA Meetings on particular dates. This year, the administration developed this plans with the intent to discuss it with the parents once the School Leadership Team has been established.

This policy will be adopted by *PS 138* after modifications have been included after meeting with the School Leadership Team and will be in effect for the period of two years. The school will distribute this policy to all parents of participating Title I Part A children on or before September 23, 2010 in future years and soon after its adoption this year.

Principal's Signature: _____

Date: _____

P.S. 138 PARENT SCHOOL COMPACT

THE SCHOOL AGREES:

To properly organize the Title I Program as follows:

Hold an annual meeting at the beginning of the school year at which a PAC Chairperson is selected from its quorum.

Orientation by Regional Office personnel to include the Principal, Asst. Principals, Title I Chairperson, P.A. President, ESL, Math Coach and other funded staff members.

To offer a flexible number of meetings and/or workshops at flexible times during the school year.

To actively involve parents in planning, budgeting, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with timely information about all program activities, meetings and workshops with at least three (3) days written notice.

To provide explanations in English and in Spanish of performance profiles and individual student assessment results for each child and other pertinent individual, school and regional information, and also provide a translator whenever necessary.

To provide high quality curriculum program.

To provide parents with NYC and school's promotional criteria.

To deal with communication issues between teachers and parents through:

An Open House/Parent Curriculum Night

Fall and Spring Parent/Teacher Conferences as scheduled by the school.

Frequent communication with parents on child's progress through phone calls, meetings, written notes, report cards as well as Interim Progress Reports (two times a year)

Opportunities for parent volunteer in school and participate in school activities.

To assure that parents participate in literacy and numeracy workshops to learn how to help their children meet and exceed the literacy and numeracy standards.

THE PARENT/GUARDIAN AGREES:

To become involved in developing, implementing, evaluating and revising the School Parent Involvement Policy.

To use or ask for technical assistance training that the local education authority or school may offer on child rearing practices, teaching and learning strategies.

To work with our child/children on their schoolwork and to share the responsibility for the goals of improved student achievement.

To read 15-30 minutes per day (PreK through Grade 5)

To read to and with our child for 15 - 30 minutes per day.

To discuss reading, math and science concepts each day.

To attend In-School PAC and PA meetings as scheduled as well as monthly District PAC meetings at the Regional Office.

To attend Parent Curriculum Night and the Fall and Spring Parent/Teacher Conferences as scheduled for the school year.

To attend Parent Workshops festival , carnivals and/ or seminars which will help or reinforce the following skills:

How to monitor and/or improve your child's attendance.

How to help your child with his/her homework and utilize the Dial-A-Teacher Program.

How to enhance literacy and numeracy skills and strategies.

How to help your child meet his reading , short and long term reading goals.

Parenting skills workshops

Study skills

To enrich your child's education by taking your child on trips to the zoo, the museums, the aquarium, etc.

To communicate with your child's /children's teachers about their educational needs and to become aware of your child's progress and achievement through phone calls, meetings, written notes, report card, comments as well as Interim Progress Reports responses (2 times a year).

To provide information to the school on what type of training/assistance you would like to help you to be more effective in assisting my child's educational journey.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: School wide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. See Part IV
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Students are able to attend After school programs, Saturday School and Pullout programs during the day.
 - c) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
SEA Academy consists of one class per grade for enriching activities to stimulate students that are excelling.
 - o Meet the educational needs of historically underserved populations.
Special Education Coach is available to help teachers service children especially when two or three grades are in one class.
Literacy and Math coaches pull students that are new to the country and our school to work on different weakness areas.
3. Instruction by highly qualified staff. 98% of the staff is highly qualified.
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 across the curriculum is provided during common grade prep meetings, professional development days and in class modeling by AUSSIE and coaches. Parent workshops are provided after school and on weekends to provide parents with the opportunity to support the instructional program at home.

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

Seeking out teachers through the open market process, Fellow program, Teach for America and administrative interviews.

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

During Parent workshop we offer activities for students while parents are participating in workshop. We provide Family based seasonal literacy workshops that can accommodate all age groups, providing the parents the opportunity to participate as a family.

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.

Richard Green Headstart comes to the school for a yearly visit. Additionally our own PreK participates in all school functions and activities.

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.

Inquiry team, grade wide conferences and School Leadership Team meetings are ways for teachers to be included in decision making policies regarding the use of academic assessments.

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 activities that we use to ensure that students who need help in mastering academic city and state standards are Thursday and Friday Afterschool Literacy and Numeracy program , Saturday Literacy and Numeracy Institute, guided reading, guided math groups and Reading Reform.

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.

Supporting programs are as followed: LEAP, Bullying Workshop for students in grades 3-5 provided by guidance counselor and Dean, Bullying Assembly, NYPD and Fire Department.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-

quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			755,607.72	✓	Section Vi
Title I, Part A (ARRA)	Federal	✓			244,905.00	✓	Section VI
Title II, Part A	Federal	✓			498329.00	✓	Section Vi
Title III, Part A	Federal	✓			11999.00	✓	Section VI
Title IV	Federal		✓				
IDEA	Federal		✓				
Tax Levy	Local	✓			4,150,373.00	✓	Section VI

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

Develop Afterschool and Saturday Institute, Parent workshops; small group guided reading, Reading Reform consultants, art organizations and instructional materials.

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

See Section VI

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

See Section VI

4. Coordinate with and support the regular educational program;

See Section VI

5. Provide instruction by highly qualified teachers;
See Section VI

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

See Section VI

7. Provide strategies to increase parental involvement; and

See Section VI

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

See Section VI

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Two students

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

Students will be provided with supplies, school uniforms any fees for trips or fee based activities in the school.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 138 Samuel Randall						
District:	8	DBN:	08X13	School		320800010138	
DEMOGRAPHICS							
Grades Served:	Pre-K	v	3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9	Ungrade	v
	2	v	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	48	53	53		90.8	91.8	91.5
Kindergarten	141	121	124	Student Stability - % of Enrollment:			
Grade 1	142	156	137	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	144	177	160		91.9	89.5	93.5
Grade 3	136	140	162	Poverty Rate - % of Enrollment:			
Grade 4	172	158	147	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	157	167	159		77.2	86.6	87.4
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		25	101	99
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		3	1	1
Grade 12	0	0	0	Special Education			
Ungraded	1	2	3	<i>(As of October 31)</i>	2008-	2009-	2010-
Total	941	974	945		77.2	86.6	87.4
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	61	58	54	Principal Suspensions	9	79	44
# in Collaborative Team Teaching (CTT)	26	26	35	Superintendent Suspensions	13	13	20
Number all others	61	65	52	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>	<i>(As of October 31)</i>				2007-	2008-	2009-
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD		60	66	64
# receiving ESL services only	53	63	TBD	Number of Teachers			
# ELLs with IEPs	2	16	TBD	Number of Administrators and Other Professionals	13	12	10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	9	10	14

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	100.0	98.5	100.0
				% more than 2 years teaching in this school	56.7	57.6	81.3
				% more than 5 years teaching anywhere	63.3	62.1	78.1
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		87.0	89.0	93.8
American Indian or Alaska Native	0.9	0.7	0.6	% core classes taught by "highly qualified" teachers	97.7	91.7	98.6
Black or African American	31.2	31.2	30.8				
Hispanic or Latino	64.0	63.3	65.7				
Asian or Native Hawaiian/Other Pacific	2.6	1.8	1.8				
White	0.6	0.6	0.6				
Male	50.7	49.1	49.4				
Female	49.3	50.9	50.6				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups	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:	24.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	9.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster type here	District 08	School Number 138	School Name The Samuel Randall
Principal Lorraine Carroll-Dawkins		Assistant Principal R. Nevers and L. Fleshman	
Coach Ms. Hargett		Coach Ms. E. Rivera	
Teacher/Subject Area Ms. Goldstein/ESL Teacher		Guidance Counselor Ms. Guberman	
Teacher/Subject Area Ms. Zodiatis/ESL Teacher		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Ms. Jimenez	
Related Service Provider type here		Other Ms. P. Owens	
Network Leader type here		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	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	945	Total Number of ELLs	69	ELLs as Share of Total Student Population (%)	7.30%
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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. There are several steps followed to identify students as English Language Learners (ELLs) at P.S. 138. First, the Home Language Survey is administered by Ms. Goldstein or Ms. Zodiatis, licensed ESL teachers, or another licensed pedagogue. Then an informal oral interview in English and in the native language is administered. A translator is available. Next, one of the licensed ESL teachers interprets the surveys to determine the student's eligibility for LAB-R testing. The licensed ESL teachers then administer the LAB-R test to eligible students and hand score them to determine the student's eligibility for ESL services. If a student is eligible for ESL services, then a Spanish LAB is administered by a bilingual teacher with a bilingual extension, Ms. Rivera. This is all done within 10 days of a student's admittance.

Annual evaluations for English Language Learners in grades 3-5 include an ELL Interim Assessment. The NYSESLAT is given to all ELL students in the spring. Before the NYSESLAT, a testing schedule is created by the testing coordinator, Ms. Davis, and the ELL teachers, Ms. Goldstein and Ms. Zodiatis. Next, test conditions, such as walls being covered, go into effect. In addition, testing modifications for students with IEPs are also adhered to during the exam. Lastly, the ELL teachers, Ms. Goldstein and Ms. Zodiatis and the cluster, out of classroom and support teachers administer the test. The pedagogues who administer the test include: Ms. Cohen, SETTS teacher, Ms. Larragoity, speech teacher, Ms. Martinez, social studies teacher and Ms. Goldstein and Ms. Zodiatis, ELL teachers.

2. ESL teachers invite parents of newly enrolled ELLs who are eligible for ELL services according to their performance on the LAB-R to an Orientation of Parents for English Language Learners. It is arranged by making phone calls. When a child does not score proficient on the LAB-R, a "Parent Notification Letter for newly entitled students" is sent home with the student. ESL teachers procure a bilingual translator for the meeting when necessary. Teachers call parents repeatedly to make contact in order to have them attend parent orientations, breakfasts and lunches. We distribute bilingual materials to academically and socially support ELL parents and students.

3. The ELL teachers, Ms. Goldstein and Ms. Zodiatis, fill out, copy and distribute the Entitlement Letters. The Continuation Letters are completed, copied and distributed to students in September. Copies are kept in the ELL office. Newly Entitled Letters, completed after LAB-R testing by ELL teachers, are copied and distributed to parents by ELL teachers. The copies are kept on file in the ELL office.

ELL teachers, Ms. Goldstein and Ms. Zodiatis, call parents of newly entitled ELLs to set up an appointment to meet at the school, view the Parent Orientation video and fill-out the Parent Selection Form. At the Parent Orientation Meeting, parents view the video, "Orientation Video for Parents of Newly Enrolled English Language Learners," in the language of their choice, describing the three program choices offered. Translators are provided and parents are encouraged to ask questions and raise any concerns that they have with ELL teachers. They then fill-out the Parent Survey and Program Selection form. ELL teachers are diligent about contacting parents for face-to-face meetings, even when it requires multiple phone calls. If a parent cannot attend the Parent Orientation Meeting, ELL teachers conduct a phone interview in order to complete the Parent Survey and Program Selection form. The copies are kept on file in the ELL office and the originals returned to the student's cum record file.

4. The parent coordinator, Ms. M. Jimenez, provides translation services so that parents and ESL teachers can communicate regarding the placement of their children in a program. If the parent coordinator is unavailable, another translator is procured so that parents will have the ability to ask questions and express concerns to the ELL teachers. The majority of parents have been choosing Freestanding ESL as their first program choice. On the occasion that a parent chooses a Transitional Bilingual or Dual Language Program, every effort is made to procure an acceptable placement in a local school. Thus far, parents have opted to remain at P.S. 138 in a Freestanding ESL Program.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, we noticed that the trend is that parents are selecting a Freestanding ESL Program model as their first choice of program placement for their children. Our school is offering an ESL program in compliance with parents' preferences.

The parent Selection forms have been reviewed for trends in program selection. The following trends have been recorded. In the 2009-10 school year 1 out of 8 parents chose Transitional Bilingual Education as his/her first choice, ESL was the 2nd choice. The Parent choose for the student to remain at PS 138 in a freestanding ESL program..

In 2010-11, the trend thus far in the parent selection surveys is as follows: 8 out of 11 parents chose Freestanding ESL as their first

program choice. Of the three who didn't choose ESL as their first program choice, the breakdown is as follows:

TBE 1st, Dual Language 2nd, ESL 3rd

TBE 1st, Dual Language 2nd, ESL 3rd

TBE 1st, ESL 2nd Dual Language 3rd

6. Parents of ELL students who did not choose Freestanding ESL as their first choice choose to have their children remain at PS 138. According to our findings regarding the survey trends, we do not have an adequate number of students to open a Transitional bilingual or dual language program.

Thus far, a Parent Orientation was given for the parents of the newly enrolled ELL students for the 2010-11 school year. The majority chose Freestanding ESL as their first choice, Transitional Bilingual as their second choice and Dual Language as their third choice. When additional students are admitted who are eligible for ESL services, their parents will be invited to the parent orientation to view the video, ask questions, raise concerns, get program information, and fill out the parent program choice form.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	69	Newcomers (ELLs receiving service 0-3 years)	50	Special Education	16
SIFE		ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	

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
Dual Language										0
ESL	50		16	19		4				69
Total	50	0	16	19	0	4	0	0	0	69

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	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																			

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:
Native American:	White (Non-Hispanic/Latino):
	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	5	8	7	11	10	15								56
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1			2	1								4
TOTAL	5	9	7	11	12	16	0	0	0	0	0	0	0	60

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.

1a. P.S.138 provides a Freestanding pull-out ESL program. Students receive ESL instruction aligned with state mandates, 360 minutes per week for beginners and intermediates and 180 minutes per week for advanced students. The schedules of the ESL teachers are designed to ensure that students are not pulled out of classes the same periods every day so that they do not miss instruction in the same subject areas.

The pull-out program ensures that students receive the state mandated time of ESL instruction: beginning and intermediate level students are given ESL services for 360 minutes per week, and advanced students are given 180 minutes of ESL services per week.

The two ESL teachers divide the grades as follows: Ms. Goldstein teaches grades K through 2 and Ms. Zodiatis teaches grades 3 through 5. Each teacher teaches all proficiency levels in her designated grades. All beginning and intermediate level students are given ESL services for 360 minutes per week, and advanced students are given 180 minutes of ESL services per week.

1b. When grouping students for ESL instruction, several factors are considered including grade, NYSESLAT levels, and Fountas and Pinnell reading levels. All groups include students with multiple proficiency levels. Groupings are flexible as teachers assess students' needs and proficiencies.

2. Two licensed ESL teachers, Ms. Goldstein and Ms. Zodiatis, ensure that students receive their mandated number of instructional hours as per CR Part 154: beginning and intermediate level students are given ESL services for 360 minutes per week, and advanced students are given 180 minutes of ESL services per week. One teacher, Ms. Goldstein, works with students in grades K through 2 and the other, Ms. Zodiatis, teaches grades 3 through 5. Classroom teachers deliver the mandated 180 minutes per week of ELA instruction.

ESL teachers use Rigby's ESL program: "On Our Way to English," which includes guided reading and shared reading and writing components to help students strengthen their reading and writing skills and build confidence as readers and writers. The program also includes oral language development, reading comprehension strategies, literacy skills and phonics components.

In addition, students use NYSESLAT test prep materials so that they can become familiar with and receive instruction in sample selections from the listening, speaking, writing and reading sections of the NYSESLAT. The materials that will be used are from the Attanasio & Associates, Inc. Getting Ready for the NYSESLAT and Beyond and Continental Press Empire State NYSESLAT ESL/ELL programs.

3. Instructional approaches and methods that are used include: visualization, TPR, graphic organizers, use of pictures, realia, modeling, one-on-one conferencing, think-alouds, shared and guided readings, shared writing, scaffolds and tasks such as think-pair-share, which helps students make connections, providing a print-rich environment, modeling language through discussion, reading with focus questions, language experience stories, exposure to various kinds of reading comprehension questions such as DBQ and questions dealing with reading tables, graphs and maps. Teachers deliver direct instruction in academic and social vocabulary. Pictures and dramatization are methods used to make content comprehensible. Students are encouraged to ask and answer questions, have discussions and sharpen metacognitive skills with such questions as, "What didn't I understand?," "What have I learned?," and "What are the most important ideas?"

4a. Currently P.S. 138 has no SIFE. However, our instructional plan for SIFE and long term ELLS, if there is ever a need, includes: instruction in the "Reading Reform" Phonics program, instruction in letter recognition and sound letter correspondence, chants and songs to learn language and build phonemic awareness, sight word instruction through word walls, flash cards and shared reading and writing, reading emergent texts, a balanced literacy program incorporating shared, guided and independent reading, and instruction in reading different genres. Reading instruction includes building schema with pre-reading discussions and using think alouds. Teachers use pictures and dramatization to scaffold instruction. Writing instruction uses brainstorming, use of semantic webs and other graphic organizers and modeling the writing process. The plan also includes work on academic/classroom behavior and content area materials.

4b. The plan for ELLS with 0-3 years includes using Rigby's "On Our Way to English," developing oral language and vocabulary skills, teaching reading skills and strategies and preparing students for state exams. Mini-lessons are implemented to teach the reading skills and strategies. Lessons are used from "On Our Way to English," and are developed from materials from educational websites. Other reading materials and questions from test preparation books are utilized. Pacing calendars/curriculum maps and common core state standards are consulted when planning lessons. Choral reading and echo reading strategies are implemented. Educational games teaching and practicing skills such as: beginning sounds, antonyms and colors, fruits and vegetables are supplemental materials. Scholastic News and Let's Find Out magazines, which incorporate non-fiction topics and activities, are part of the program. Extension activities include responding to literature and writing about the different topics. The Rigby "On Our Way to English" program includes the "Interactive Language and Phonics CD-ROM," which the students work with independently on the computer.

4c. The plan for ELLS with 4-6 years: All ELL students with 4-6 years service scored either advanced or proficient in speaking and listening. Most ELLs in this sub-group scored intermediate or advanced on the reading and writing section. Therefore, the focus in this group will be on reading and writing skills. Instruction will focus on shared reading and writing including writing instruction and practice using the NYSESLAT test prep materials. These use graphic organizers to practice the pre-writing step of the writing process. In addition, ELL teachers collaborate with classroom teachers to obtain an understanding of subjects being covered in the classroom. ELL teachers also use educational websites like Ed Helper and ABC Teach for additional instructional materials including reading and writing assignments.

4d. PS 138 currently does not have ESL students with more than 6 years of service. If there is ever a group of long-term Ells, we will assess their needs and develop an educational plan based on the student's individual needs. These can include: guided reading groups, language development, use of graphic organizers, and explicit vocabulary instruction. Shared and independent reading and writing will also be taught. Instruction in the Reading Reform phonics program can be used when appropriate.

4e. The plan for ELLs identified as having special needs: All of the aforementioned materials and methods for other ELL groups are utilized for students with special needs with additional scaffolding where necessary. Methods used are repeating and rephrasing, using graphic organizers and pictures, and collaborative learning where students have the opportunity to use multiple intelligences and their particular learning styles. Language learning games are supplemental motivational materials. Teachers allow extra "wait time" for students to process information when answering questions. ELL teachers use hands-on phonics, vocabulary and writing activities. -----

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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?

5. Some of the targeted intervention programs for all ELL subgroups in ELA and Math and other content area instruction, are: the 50 minute extended day program and the Thursday and Friday after school and Saturday programs. We provide guided reading groups as well as phonics instruction in the Reading Reform phonics program. Reading and writing strategies are a focus, including learning of sight words, phonics, test prep, and content area materials. English is the language of instruction. The Rigby "On Our Way to English," program with its oral language component and vocabulary development are also used particularly focusing on students with 0-3 years and lower grade students.

6. ESL teachers conference with the classroom teachers of students who scored proficient on the NYSESLAT to monitor their continued development. These students are offered the opportunity to participate in ESL field trips. They receive ELL accommodations during standardized tests.

7. Further implementation of the Common Core State Standards, continued participation in grade meetings by ELL teachers and weekly planning sessions are improvements for the upcoming school year.

8. No programs for ELLs will be discontinued.

9. English Language Learners are encouraged to attend extended day, after school, and Saturday programs. All communications are sent with native language translations, and bilingual interpreters are used when necessary. ELL students attend regular classroom sponsored field trips as well as ELL field trips. Students participate in a dance program run by SEA, a bilingual cultural arts group, for 10 weekly classes beginning in January 2011. They study various styles of dance as cultural arts enrichment. In addition, ELL students also participate in school performances with the general school population.

10. ESL teachers use Rigby's ESL program: "On Our Way to English," which includes guided reading and shared reading and writing components to help students strengthen their reading and writing skills. Students use NYSESLAT test prep materials so that they can become familiar with and receive instruction in sample selections from the writing and reading sections of the NYSESLAT. The materials that are used are the Attanasio & Associates, Inc. "Getting Ready for the NYSESLAT and Beyond" and Continental Press "Empire State NYSESLAT." Picture cards, graphic organizers, guided and shared reading and writing are implemented to strengthen language skills. Scholastic News enhances content area knowledge in social studies, science and math. Leveled libraries are utilized for in-class guided and independent reading and as a lending library.

11. Bilingual dictionaries, glossaries and bilingual and native language books are used to support students' native language. In our ESL program, newcomer students are paired with bilingual students when necessary. Cognates and cognate word walls are used to scaffold language learning. Pictures and realia are used.

12. ELL services and resources correspond with ELLs ages and grade levels. Grade level materials are utilized in the Rigby "On Our Way to English" program as well as Scholastic News publications. Other materials such as games and pictures are age and grade appropriate. ELL teachers use grade level pacing calendars and curriculum maps when planning and consult with classroom teachers. They also refer to Common Core State Standards when planning.

13. Currently, PS 138 does not have activities in place before the beginning of the school year to assist newly enrolled students; however, PS 138 does have several activities to assist ELLs at the start of the school year and during the school year. These include parent orientation breakfasts, open school night, and the pairing of newcomers with bilingual students to assist them. In addition, the school also provided a workshop on January 19, 2011 to help parents work with their children on test preparation for the ELA and Math.

14. PS 138 does not currently offer language electives..

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. ESL teachers have attended professional development workshops including BETAC (Bilingual/ESL Technical Assistance Center) workshops such as:

Designing and Developing Exemplary Practices for ELLs, SIOP (Sheltered Instruction) and Data Driven Instruction for ELLs. They turnkey strategies and information learned at these workshops with classroom teachers and other staff members. PS 138 has had professional development workshops throughout the year that address the needs of the ELLs and their teachers. Some of these include the following topics: Balanced Literacy, Common Core State Standards for Literacy and Numeracy, Addressing the ELL Population, Text Comprehension, Academic Rigor, Centers, and ESL Strategies in Literacy. Cross Grade Articulations and grade meetings take place to insure that the needs of ELLs are being met. ELL teachers collaborate with classroom teachers of ELLs to make recommendations and discuss students' individual needs.

2. ESL teachers work with classroom teachers to help students develop skills they will need in middle school such as: note taking techniques, listening skills, filling out graphic organizers and following multi-step directions. They provide direct instruction in content area vocabulary and materials and use data to analyze students' strengths and weaknesses on standardized tests. Students visit local middle schools as well. Instruction is rigorous in preparation for the middle school grades. Item analysis is utilized in lesson planning in order to address student needs.

3. In order to ensure that the 7.5 hours of ELL training is met, PS 138 provides staff development for all teachers. These workshops include: : Balanced Literacy, Common Core State Standards for Literacy and Numeracy, Addressing the ELL Population, Text Comprehension, Academic Rigor, Centers, and ESL Strategies in Literacy. Professional development sessions are offered to all teachers throughout the academic year.

E. Parental Involvement

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

1. Parents of ELLs are involved in their children's education in several ways. A breakfast and lunch are held for parents of ELLs in which parents are given an orientation and provided with information and materials to support them and their children. Parent orientations are given for parents of newly admitted ELLs and the orientation video is shown. They have the opportunity to speak with the teachers and ask questions. Parent newsletters and phone messages through the school messenger program are sent out bilingually. Posters offering translation services are displayed at the main entrance. Additionally, translation services are available during parent-teacher conferences, the open-house, parent/teacher meetings and phone conferences. A bilingual parent workshop is conducted to explain the NYSESLAT. The parent coordinator distributes study guides and various materials for use at home in English and Spanish. Parents are informed of student progress. In addition, a workshop was conducted in January 2011 to acquaint parents of ELLs with the ELA and Math state exams.

2. The school uses a translation service to translate documents and letters when necessary. The remainder is accomplished within the school

with the assistance of the parent coordinator.

3. The needs of parents are evaluated through a survey and through dialogs with those who attend breakfasts and lunches that are held specifically for parents of ELLs. On-going phone and face-to-face meetings are held with parents throughout the year to address student achievements, concerns, and recommendations. Meetings are held on parent-teacher days and evenings to discuss student progress.

4. A bilingual workshop is held to discuss any issues and questions that parents have. Some issues may include concerns regarding homework, assessments, after school programs and student progress. Parents are invited to attend ESL field trips. There is a parent-teacher organization. The Parent Coordinator is bilingual and reaches out to and is available to ELL 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)	1	5	1	5	2	4								18
Intermediate(I)	1	1	4	6	5	6								23
Advanced (A)	4	3	4	5	6	6								28
Total	6	9	9	16	13	16	0	0	0	0	0	0	0	69

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	7	0	0	10
4	5	8	1	0	14
5	3	6	1	0	10
6					0
7					0
8					0

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
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	3		7		2		2		14
4	3		8		4				15
5	3		5		4				12
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		0		6		2		9
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								1

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

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

1. PS 138 uses ECLAS-2, Fountas and Pinnell and DRAs to assess the early literacy skills of ELLs. This data is used to place students in guided reading groups and evaluate the need for instruction in phonemic awareness, reading comprehension, and particular reading skills and strategies. Fountas and Pinnell levels are updated throughout the year to reflect student progress and flexible ELL groupings and

3. The implication this data has on instruction is that reading and writing skills need to be emphasized across the grades. Instruction must be differentiated in order to meet the needs of all learners. When students score at the beginning level of reading and writing, focus should be placed on learning sight words, word walls, phonics through songs and the Reading Reform phonics program, flash cards, and shared and guided reading and writing. Modeling including think-alouds and use of graphic organizers as well as elements of the workshop model such as turn-and-talk and mini-lessons on specific strategies will be implemented. To build on students' strengths, a connection will be made between the listening/speaking modality and the reading/writing modality. This will be accomplished using language experience stories, modeling, tapping into and building on students' prior knowledge through questioning and discussion. Teachers will chart students' responses to illustrate the connection between speaking/listening and reading/writing. Students engage in activities such as picture-walks, retelling, responding to a piece of literature or news accounts, offering opinions and describing characters and events. Teachers will also enhance critical thinking skills through questioning and discussion.

4a. Most students elect to take tests in English with bilingual dictionaries and a native language test is used as a translation guide. They also have the use of bilingual glossaries.

4b. ELL teachers use the results of the Periodic Assessments as a gauge to inform their teaching. The results of the Periodic Assessments have revealed that students' listening skills are stronger than their reading and writing skills. The results of this assessment show that they need more instruction in reading comprehension and writing.

In order to enhance students' reading skills and strategies, teachers use several approaches such as guided reading and read alouds to teach reading comprehension strategies. They utilize think alouds to model reading skills and strategies. They also use readings and comprehension questions from independent readings and shared readings. Some of these are part of the NYSESLAT test prep materials. This affords students practice in the types of passages they will encounter on the NYSESLAT. Beginners are included in Reading Reform phonics instructional program. Teachers will enhance students' writing skills through the use of graphic organizers, shared writing and modeling.

4c. The results of the periodic assessment reveal that students need to strengthen their reading and writing skills. Bilingual dictionaries and glossaries are utilized. Translations are provided when necessary.

5. N/A

6. We evaluate the success of our ELL program by consulting growth in NYSESLAT scores. We also assess students by teacher observation, growth in Fountas and Pinnell reading levels and students' performance on class projects and assignments. Students' writing is evaluated and teachers conference with students to improve their writing. Results and positive gains on ELA and math as well as other tests are evaluated and used to inform instruction. Data on ARIS and Acuity is consulted to inform teachers of students' previous scores on ELA and Math and to get an item analysis in order to inform instruction. Teachers devise lessons according to the data in the Acuity and teacher observations and collaboration with classroom teachers.

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.

PS 138 has implemented a dance program for ELLs that will meet for 10 weeks beginning at the end of January.

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		