



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S./I.S. 137 RACHEL JEAN MITCHELL SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 23K137

PRINCIPAL: ZINA COOPER-WILLIAMS **EMAIL:** ZCOOPER@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANSLIE CUMBERBATCH

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Zina Cooper-Williams	*Principal or Designee	
Kenneth Rivers	*UFT Chapter Leader or Designee	
L.E. Charles	*PA/PTA President or Designated Co-President	
Geraldine Walters	DC 37 Representative, if applicable	
Marian Burton	Member/UFT Chairperson	
Claudette Bolen	Member/UFT	
Linda Sedda	Member/UFT	
Faith Postles-Reid	Member/Parent	
Nayda Charles	Member/Parent	
Amanda Escourse	Member/Parent	
Carol Beasley	Member/Parent	
Mr. Howard	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By June 2011, the number of students scoring at levels 3 and 4 on the NYS ELA exam in grades 3 – 8 will increase by 3%-5% from 28.6% during the 2011-2012 school year to between 31.6 % and-33.6% during the 2011 - 2012 school year.

Comprehensive needs assessment

There has been an overall increase of students scoring levels 3 and 4 in ELA for the 2010-2011 school year based on the data. Students scoring at levels 3 and 4 in grades 3 and 7 have decreased, but there is an increase in students scoring levels 3 and 4 in grades 4,5,6, and 8. The gains for those grades are between 11 and 26 percent from the 2009-10 school year to the 2010-2011 school year. The variables including increased scale scores range by grade results in reduced accuracy in data comparison. Data from the Acuity Assessments, practice NYS assessments, benchmark assessments and classroom assessments reveal that some students retain content taught and use information appropriately. The students did not perform well in areas that required critical thinking, analysis of various text and making connections. The reading skills that have been identified for improvement are: figurative language, context clues, drawing conclusions, inference, and evaluating informational text. The use of higher ordered vocabulary is an area of concern. The need to improve writing and reading comprehension is a school wide focus.

The number of ELL students decreased in grades 3-8 and the range decreased from 9% to 3% of the grade population. Ell students represent a small percentage of our school population, however due to of the lack of formal education and foundational language skills, these students struggle with grade level reading and comprehension on performance tests. The percentage and ratio of student with IEPs increased in grades 3-8 from a range of 14% to 41%. These students display a lower reading comprehension and fluency level with many variables contributing to the data.

Instructional strategies/activities

Instruction in language arts is provided to students in grades Pre-K through eight. Reading Street Common Core Reading program is used for grades Pre- K to 5 and Balanced Literacy are used for grades 6 to 8. Our reading curriculums develop students' ability to analyze all genres of literacy with emphasis on informational text. School-wide focus is on developing higher ordered vocabulary, looking and student work , improving student comprehension and writing skills. Trade books and leveled readers are used to differentiate instruction to meet the varying needs of the students. Students in grades six through eight receive instruction in language arts through the use of various programs being used to support the Balanced Literacy Model. Students have been grouped in accordance to performance level and ability. The programs used to support balanced literacy are Glencoe Readers Choice, Voyager Journeys Program and the Read 180 Program. Smart Board software is used to promote an interactive student centered learning environment. The teachers track the students using benchmark assessments and lexile assessments using Fountas and Pinnell Kits. Reading Street program includes comprehensive unit and benchmark assessments and is used to target different reading performance skills and

differentiate instruction based on periodic monitoring and progress. Individualized homework assignments and worksheets are provided to improve specific skills. Struggling students are targeted for after school intervention and Saturday Academy. Students are targeted for additional pull -out or push- in AIS support based on scores from 2010-11 school year ELA exam and item analysis trends.

It is critical to expose students to a variety of teaching strategies to address all learning styles. Teachers need to increase student awareness of their own progress in learning. This will be introduced at the Early Childhood level to reflect on their own learning and to conference with teachers about progress. Social skills and routines must be reinforced and incorporated into daily instruction for students to be prepared to work collaboratively in upper grades. Critical thinking skills need to be introduced and instruction explicit for student practice, awareness, and reflection. Parental involvement, support, and communication will ensure student progress and alignment to school goals for excellence.

Teachers will use ARIS, Unit Assessments, and Benchmark assessments to drive instruction. Meetings with teachers with regards to utilization of the data from Periodic Assessments/classroom assessments should design/determine-targeted lesson planning for students. Professional Development in learning styles and how to use data in program planning and differentiated instruction. Grade meetings to collaborate and share information across grade levels will be ongoing. Daily Snapshots, Walkthroughs, Informal and Formal observations will be conducted by administrators and used as a tool to provide ongoing feedback to teachers. The lead teacher will support lesson planning, individualized coaching, and be a resource for teachers who are targeted by administration for additional support. Use of formative and summative assessment data to target student needs and to plan AIS, enrichment, and or grade level activities. Inquiry team targets struggling students on levels 1 and 2 for additional AIS on foundational reading skills and literacy through writing.

Teachers are using 21st century technology including Smart board and software to create a more engaged and interactive classroom. Teachers are increasing student awareness of responsible learning by continuing to conference with students, set student directed goals, and collaborative group learning.

Students need more proficiency in evaluating, synthesizing, and practical application of information. Academic vocabulary through informational text is a school wide focus. Content area teachers will meet to collaborate with ELA and Math teachers to embed these skills into content area instruction. There needs to be more connection and consistency throughout the learning community and across all performance strands. Through the content areas teachers are able to use content area curriculum to reinforce skills and themes taught in core subjects.

Evidence of increased student achievement and engagement has been demonstrated by those students who participate in our arts programs including theatrical performances, music, dance, and visual arts. Students are also able to participate in educational field trips across content areas and grade levels

Creating teacher teams across grades and subject area will allow more cohesive curriculum planning. Students will make connections and have reinforcement of targeted skills. Grade leaders communicate across grades at common planning time and at grade meetings. Discussion of themes, skills, and curriculum focus will allow cross curriculum consistency of instruction. Our school has integrated project-based learning across disciplines to scaffold instruction and make meaningful connections. Common Core Learning Standards are being introduced into the daily planning. Team grade leaders have been designated to share ideas and collaborate on classroom practices and to turnkey relevant information. Common planning within

grades is observed weekly to increase collaboration and best practices. Ideas and practices are shared across grades and disciplines Support for using data to drive instruction is given by data specialists, grade leaders, Lead teacher, and administrators which will lead to full implementation of data driven instruction school-wide.

Professional Development will be delivered by Administrators, Lead teacher, Coaches, Network Instructional Specialist, Consultants and teachers in Using Data to Differentiate Instruction , Developing Higher Ordered Vocabulary, Implementation of the Common Core Learning Standards, Depth of Knowledge, Curriculum Mapping and Unit Planning and will be ongoing. Additional topics included are; Strategies to Increase Reading Comprehension and Literacy Through Writing based on grade and classroom needs. Writing skills are part of the focus areas of needed improvement. There is a need for increased time for feedback, reflection and discussion during grade meetings, professional development, and cabinet meetings. Lead teacher will also push-in and model skills and strategies in classrooms.

Professional Development in instructional intervention strategies will be presented by administrators, lead teacher, coaches, Network Specialist, teachers, and support staff to regular classroom teachers to differentiate instruction for students who have IEP's and ELL's. Strategies to help regular classroom teachers and special education teachers collaborate and encourage mainstreaming for IEP students as a part of Phase I is ongoing. Inter-visitiation within our school building, peer schools and network schools to observe and understand strategies to improve intervention and address the needs of these subgroups.

Strategies to increase parental involvement

Parent workshops are part of the curriculum planning to gain more parental involvement and support for student academic performance and character building. Teachers are receiving more professional development and partnering with a Community based organization based on funding availability to support character building and a social skill that leads to increased academic performance.

Strategies for attracting Highly Qualified Teachers (HQT)

Team grade leaders have been designated to share ideas and collaborate on classroom practices and to turnkey relevant information. Teachers are selected to present professional development topics related to their expertise. This builds capacity within our building and allows teachers to have leadership roles within the school community. Teachers are sent to training to outside vendors and network professional development opportunities to expand on their content based knowledge and then return to turn-key information at grade meetings and Professional developments. Teachers are provided opportunities to participate in seminars and conferences to stay abreast of current practices in education. Teachers are selected to participate is school retreats to discuss school improvement strategies. Our teachers are valued and treated as partners that share in making decisions for our students. Each classroom is equipped with 21sst century technology and our teachers are provided with the tools that are needed to ensure they are able to effectively implement best practices. An open door policy is maintained by administration in which teacher can receive regular feedback about their teaching, discuss student, and school concerns or to make suggestions.

Service and program coordination

As part of The No Child Left Behind Act (NCLB) and our goal is to raise academic standards, and close achievement gaps, our school offers our families and students choices. We are a Phase 1 School in which all students zoned for our school is able to attend including students with special education needs. To ensure that students with disabilities are educated alongside age appropriate peers in a general education classroom we have a Collaborative Team Teaching Class (CTT). This class consists of one general education teacher and one special education teacher, reducing student/teacher ratio. We have a full day Pre –Kindergarten program in our school to begin building foundational skills early in alignment with the CCLS to ensure our students receive rigorous instructional task that will prepare the for the upper grades, high school, college and a future career. We have a response to intervention program and also AIS (Extended Time, Extended Day, Small Group Instruction, One on One Tutoring, After School and Saturday School) for our ELA and Math Programs. Our at risk students are targeted, administered a diagnostic assessment and item analysis is performed by the teacher. Academic goals are set and an action plan to help our students meet their goals is developed. Our Teachers differentiate instruction focusing on the needs of each student, and integrate technology into lessons to address different modalities and learning styles. Ongoing on and off-site professional development opportunities are available to our teachers and service providers according to our school, teacher and student needs. Current professional develop opportunities are focused on the Common Core Learning Standards (CCLS), looking at student work and improving teacher effectiveness. Our teachers are part of the decision making process and provide feedback to administration to determine implementation of our ongoing PD opportunities. We utilize the talents of our teachers to implement professional development as well as our Network and outside consultants.

Budget and resources alignment

Funds from Highly Qualified (SWP) for professional development to hire educational consultants. Utilizing Children First Network resources to support teachers training. Per Diem funding used to cover classrooms for professional development workshops. Internal D.O.E. funding used to support Citywide Workshops and programs for teachers. Per session funding for afterschool academic intervention for grades 3-8.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

By June 2012, the number of students scoring at levels 3 – 4 on the NYS math exam in grades 3 – 8 will increase by 3%- 5% from 27.2% during the 2011– 2012 school year to between 30.2% and 32.2% during the 2011 – 2012 school year.

Comprehensive needs assessment

There has been and overall decrease in students scoring level 3 and 4 on the NYS Math test results for the 2010-11 school year. Grades 7 and 8 have an increase of level 3 's and 4's of approximately 12%. These scores do not reflect the overall performance in math of past years. Based on the change of range in scale score, increase in number of questions on the NYS Math Exam, and upon more detailed analysis there is a drop in performance skills across the grades in short answer questions and extended response. There is a decline in performance strands per grade as difficulty level increases. Inquiry school wide focus is on number concepts for grades 3-5 and multi step problem solving for grades 6-8.

Instructional strategies/activities

Everyday Math in grades 3-5 and Impact Math grades 6-8 are used along with supplemental materials including Buckle Down, NYS Coach, NYS Ready which offer additional support for students based on needs. Math software for Smartboard instruction is a resource for additional skill intervention. Teachers are using data to differentiate more effectively to target specific skills and group students. They are also using the data to analyze trends for specific student achievement in Math and integrating performance in other content and core subjects. Students are able to understand practical application of math through content area activities and connections. Field trips enhance the curriculum for a more student centered experiential learning environment.

Integrated Algebra Regents class has been introduced to increase and motivate student achievement for those students who perform above grade level performance in math. Students who have shown above level performance on state exams, unit exams and benchmarks have been given the opportunity to participate. Administration, Math Coach, teachers, and support staff will continue to explore more ways of preparing the students and collaborate across grade levels to help increase math critical thinking and problem solving skills. Teachers are using Smartboard and software to create a more engaged and interactive classroom. Teachers are increasing student awareness of responsible learning by continuing to conference with students, set student directed goals, and collaborative group learning.

Teachers are increasing critical thinking skills using more student center activities including student group collaboration. Our teachers develop curriculum maps and lesson plan that are NYS standards based and focused on the CCLS to enhance rigor and implementation of critical thinking strategies. Acuity Assessments, MAI (Math Assessment Inventory) and school created exams will continue to be used to monitor student progress and

target specific skills for improvement. After school intervention will provide students with additional support based on individual needs. It is critical to expose students to a variety of teaching strategies to address all learning styles. Teachers need to increase student awareness of their own progress in learning. This will be introduced at the Early Childhood level to reflect on their own learning and to conference with teachers about progress. Social skills and routines must be reinforced and incorporated into daily instruction for students to be prepared to work collaboratively in upper grades. Students are participating in music, dance, and computer, with math skills embedded within the curriculum.

Professional development with focus on math strands, problem solving, depth of knowledge, and Math Common Core Learning Standards, will be delivered by administrators, math coach, and teachers. The math coach will also push into the math classrooms to support instruction. Professional Development intervention strategies will be a focus and help teachers to support students who have IEP's and ELL's. Strategies to help regular classroom teachers and special education teachers to collaborate and encourage mainstreaming for IEP students as a part of Phase I is ongoing. Inter-visitiation within school building and within network schools to observe and understand strategies to improve intervention and address the needs of these subgroups.

Strategies to increase parental involvement

ARIS Parent Link will help parents understand their child's strengths and areas of improvement We have taken steps to increase parent involvement by strengthening parent outreach and communication through School Messenger, Learning Leaders Program, parent volunteers, field trips, and needs based workshops. Parents are valued as partners in their children's education and included on the School Leadership Team. Our parents are included in decisions made for our school. Our parents have a parent room in our school building in which they may come in for discussions, volunteer and share concerns. Our school has a Parent Coordinator that collaborates with parents and families and serves as a support and parent advocate.

Strategies for attracting Highly Qualified Teachers (HQT)

Team grade leaders have been designated to share ideas and collaborate on classroom practices and to turnkey relevant information. Teachers are selected to present professional development topics related to their expertise. This builds capacity within our building and allows teachers to have leadership roles within the school community. Teachers are sent to training to outside vendors and network professional development opportunities to expand on their content based knowledge and then return to turn-key information at grade meetings and Professional developments. Teachers are provided opportunities to participate in seminars and conferences to stay abreast of current practices in education. Teachers are selected to participate is school retreats to discuss school improvement strategies. Our teachers are valued and treated as partners that share in making decisions for our students. Each classroom is equipped with 21st century technology and our teachers are provided with the tools that are needed to ensure they are able to effectively implement best practices. An open door policy is maintained by administration in which teacher can receive regular feedback about their teaching, discuss student, and school concerns or to make suggestions.

Service and program coordination

As part of The No Child Left Behind Act (NCLB) and our goal is to raise academic standards, and close achievement gaps, our school offers our families and students choices. We are a Phase 1 School in which all students zoned for our school is able to attend including students with special education needs. To ensure that students with disabilities are educated alongside age appropriate peers in a general education classroom we have a Collaborative Team Teaching Class (CTT). This class consists of one general education teacher and one special education teacher, reducing student/teacher ratio. We have a full day Pre –Kindergarten program in our school to begin building foundational skills early in alignment with the CCLS to ensure our students receive rigorous instructional task that will prepare the for the upper grades, high school, college and a future career. We have a response to intervention program and also AIS (Extended Time, Extended Day, Small Group Instruction, One on One Tutoring, After School and Saturday School) for our ELA and Math Programs. Our at risk students are targeted, administered a diagnostic assessment and item analysis is performed by the teacher. Academic goals are set and an action plan to help our students meet their goals is developed. Our Teachers differentiate instruction focusing on the needs of each student, and integrate technology into lessons to address different modalities and learning styles. Ongoing on and off-site professional development opportunities are available to our teachers and service providers according to our school, teacher and student needs. Current professional develop opportunities are focused on the Common Core Learning Standards (CCLS), looking at student work and improving teacher effectiveness. Our teachers are part of the decision making process and provide feedback to administration to determine implementation of our ongoing PD opportunities. We utilize the talents of our teachers to implement professional development as well as our Network and outside consultants.

Budget and resources alignment

Funds from Highly Qualified (SWP) for professional development to hire educational consultants. Utilizing Children First Network resources to support teachers training. Per Diem funding used to cover classrooms for professional development workshops. Internal D.O.E. funding used to support Citywide Workshops and programs for teachers. Per session funding for afterschool academic intervention for grades 3-8.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Communication to parents as indicated on the 2010 – 2011 learning environment survey will increase from 7.1 to 8.1 or higher as measured on the schools learning environment survey for the 2011 – 2012 school year.

Comprehensive needs assessment

According to our school's 2009 – 2010 Quality Review and NYC learning environment survey for the 2011 – 2012 school year there is a need to increase communication to our parents about ongoing events in our school. Although the school regularly provides information to parents, and teachers reach out frequently, parents are not sufficiently involved in decision-making or activities to learn how they can assist their children's learning. There is a need to keep parents and families informed about student overall progress and performance and include them in the decision making process.

Instructional strategies/activities

The school's Parent Coordinator will provide monthly workshops for parents based on a parent survey and needs assessments. The parent coordinator will collaborate with the PTA and plan monthly meetings to address the needs of our parents. Parents will receive a parent handbook of parent and student expectations. Parents will be invited to monthly assembly programs to recognize student achievements and attendance. Parents will receive a monthly calendar of events and workshops. Progress reports will be administered to parents in addition to regular scheduled report cards to inform our parents about student progress. Notices will be sent to parents as well as mailings. Students will bring home notices weekly about school events and to provide information about expectations, workshops and events ongoing. Parents will be informed through interim progress reports in addition to the quarterly report cards. Individual parent conferences are scheduled to monitor and communicate student progress. School leaders will ensure that parents receive a copy of our parent policy and attend monthly meetings hosted by the Parent Coordinator. Parents will be encouraged to complete feedback forms after attending the monthly meetings so that the improvement of communication can be assessed. Our parent workshops are held monthly. Assessment of communication to parents will be assessed every three months via a parent survey. Data will also be collected through the parent feedback forms after participation in a parent workshop.

Strategies to increase parental involvement

The school will create more parental involvement by reinforcing communication through School Messenger, newsletters, workshops, and an open classroom environment. We will continue to monitor daily attendance and use School Messenger for reports and additional communication with parents. Family workers will continue to follow –up with phone calls and home visits to stress the importance of daily attendance. Parents meetings will be scheduled with Administrators based on individual evaluation. Informational parent workshops and parent letters will continue communication about student progress. Students will receive incentives for attendance.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Service and program coordination

The following programs and workshops have been designed or implemented by PS/IS 137 and parents:

- Parent Math and Literacy Development
- Parenting Skills/Family Support Resources.
- Leadership Development
(P.T.A, PAC, SLT, Learning Leaders, and other subcommittees)
- Understanding and participation of instructional initiatives
- Workshop on Title 1 laws and the No Child Left Behind Act of 2001
- Dial - a Teacher
- School-Based Support Services
- Provide the coordination, technical assistance, and other support e.g.
(Parent Coordinator, Lead Teachers, Assistant Principals) in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
- Conduct outreach activities and training parents, especially new parents and non-English-speaking parents.
- Provide a Parent Room in which parents feel welcomed and can use to coordinate parent involvement activities
- Provide resources for family outreach to assist and inform parents, and involve them in the school community.

Budget and resources alignment

- Per Session funding will be used to fund additional home visits and outreach. Title I Funding for parental involvement to conduct workshops for parents. Translation funding used for outreach to Spanish speaking parents.

ANNUAL GOAL #4 AND ACTION PLAN

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	10		N/A	N/A				1
1	10		N/A	N/A	1		1	
2	12		N/A	N/A	2			
3	18	10	N/A	N/A	1		1	
4	16	8			1			
5	14	3			3		1	
6	8	8						
7	9	8			2		2	
8	8	8						
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Grades K through 3, Words Their Way, Buckle Down, Reading Street, AIS services provided Monday through Thursday during the 37.5 minutes. Extra push –in, small group instructional periods during the school day Monday through Friday using Reading Street Intervention and Wilson Foundations. Small group instruction and one-to-one tutoring daily</p> <p>Grades 3-8: 37.5 minutes, Monday- Thursday, small group ELA skills review. Extra RTI push –in pullout during school day for targeted students in grades 4 and 5 using Reading Street Intervention. Grades 3-8: Extended Day, 3 hours weekly after school skills instruction: Buckle Down, Nonfiction Comprehension Test Practice, and Content Reading. After -school RTI used to build upon targeted skills based on individual data analysis. Foundational ELA reading comprehension and analysis of informational text are focus topics.</p>
Mathematics	<p>Grades K through 2 - Small group instruction –RTI during the school day Monday through Friday.</p> <p>Grades 3-8: 37.5 minutes Monday-Thursday, small groups math standards performance indicators review.</p> <p>Grades 3-8 Push –in and Pull –out RTI for targeted students during the school day Monday-Friday</p> <p>Grades 3-8: Extended Day, 3 hours weekly: Buckle Down, Math Coach, After School Skill instruction</p>
Science	<p><input type="checkbox"/> Grades 4- 37.5 minutes, Monday- Thursday</p> <p>Grades 8- 37.5 minutes, Monday-Thursday - Lab instruction- Project Based Learning- Exit Projects</p>
Social Studies	<p><input type="checkbox"/> Grade 8: 37.5 minutes, Monday- Thursday, Extended Day Program (5 Weeks) Project Based Learning- Exit Projects</p>

<p>At-risk Services provided by the Guidance Counselor</p>	<p>ERSSA Counseling for targeted at risk students</p> <p>Personal evaluation survey to provide counseling based in individual needs.</p> <p>Peer Mediation groups</p> <p>Personal Care and Safety informational sessions</p> <p>Peer Pressure and Bullying conferencing and prevention counseling</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>Individual Counseling</p> <p>Evaluation of referred at risk students</p> <p>Parent conferencing and referrals for outside CBO counseling services</p>
<p>At-risk Services provided by the Social Worker</p>	<p>Counseling for at- risk teacher referred individuals.</p> <p>Mandated individual counseling</p>
<p>At-risk Health-related Services</p>	<p><input type="checkbox"/>Mandated Adaptive Physical Education</p> <p>Mandated Occupational Therapy</p> <p>Mandated Speech and at risk referrals</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

**The Rachel Jean Mitchell School (P.S./I.S. 137) Title 1 Parent
Involvement Policy**

This policy is written in collaboration with the parent members and the appointed administrator of the school. This team develops the mission, establishes purpose, and defines the roles and objectives of the Parent - Advisory Council (PAC) of PS/IS 137.

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families.

The Rachel Jean Mitchell receives funds under the Title I No Child Left Behind Act of 2001. The NCLB Act was created to implement supplemental instruction programs for students. The procedure outline here constitutes PS/IS 137's policies for parental involvement, support services and activities regarding Title 1 funding.

Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community.

Our school will support parents and families of Title I students by:

- **providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;**
- **providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;**
- **fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;**

- **providing assistance to parents in understanding City, State and Federal standards and assessments;**
- **sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;**
- **providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;**

For the purpose of this parental policy involvement policy “parent” will be defined as:

- Legal guardian
- Custodial
- Foster Care
- Persons in Parental Relations

The purpose to this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach at minimum, proficiency on challenging State academic standards and State academic assessments.

Our school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school’s Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-

aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act.
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The Rachel Jean Mitchell School's Title I Parent Involvement Policy will address four major components; consultation, annual meetings, parental activities, and visitation.

1. **Consultation** - Parents will be involved in the planning, evaluation, and implementation of programs relating to Title the NCLB Act and I. Also, there will be a reasonable support for these activities. Parents will be given a comprehensive range of opportunities to become informed in an ongoing manner of all Title 1 programs. Consultation will be provided for parents for their input so parents and educators can work together to our school's objectives through the following:
 - Parent Advisory Council - Keep all parents notified and informed on an ongoing basis of Title 1 programs and objectives.
 - P.T.A. /PA – Parent, Teacher, organization of the school, whose duty is to represent parent's issues and concerns.
 - SLT - Parents review CEP, policies, and instructional standards of the school.
 - Parent Coordinator – Create a welcoming environment for parents, conduct outreach to engage parents in their child's education and to support and work closely with the P.T.A, PAC, SLT, and community organizations.

PS/IS 137 PAC will create a schedule that lists its monthly meetings to inform parents of their rights and responsibilities pursuant to the Title I guidelines. Written programs will be provided to parents for the discussion, review and recommendations. Information will be distributed to parents as well. Our CEP will be jointly developed by parental input.

A final draft copy will be available to the parents, P.T.A. President and PAC Chairperson at least 10 days before June 30th of every year. Additional copies will be made available to interested parents at our Annual Title 1 meeting in October. Copies of the CEP shall also be kept for parental review in the offices of the Parent Coordinator and the P.T.A. President.

PS/IS 137 and parents will conjunctively work together to attain high student performance by the following:

- Extended school days
- After school programs
- PD for teachers
- Saturday Academy
- Review school data (school report card, grow report, CEP)

- Students on time and prepared
- Volunteering (Learning Leaders, P.T.A.)
- Attending P.T.A./PAC meetings and Parent Conferences
- Requesting school-based services
- Performance Series
- Make sure H.W. is done every night

Written parent concerns regarding Title I funds shall be forwarded to the PAC Chairperson at P.S. 137 – 121 Saratoga Avenue Brooklyn, NY 11233

Parental notification of instructional programs, performance standards and assessments instruments as well as their child’s individual student assessment results and proficiency levels and their meaning; promotion policy, after school, and summer programs will be address through the following:

- Annual meeting in October
- End of school term meeting in May
- Monthly P.T.A. /PAC and CBO’s meetings and workshops
- Monthly Parent Coordinator Meetings
- ELA, Math and Social Studies Workshops

In order to increase the participation of parents with disabilities, PS/IS 137 will accommodate those parents. Parent meetings and workshops will be conducted on the first floor. Family workers can make home visits to parents who cannot come up to the school.

Parent notifications, reports, and explanations are disseminated in understandable and practical way that parents can understand. Announcements will be given out whenever possible in Spanish, Haitian Creole, etc. Translation for parent meetings is also available within our school from our Learning Leaders volunteers, family workers and staff members. Parents will be encouraged to participate on the advisory councils and CEP reviews panel and or other school-based planning and decision making committees. Meetings should take place before, during or after school the regular school day.

Parents will be notified through monthly calendars, newsletters, and flyers. Meetings are scheduled at various times during the day and after the school day to encourage parents.

PS/IS 137, supports and encourages parents in getting the skills and outreach they may need to be more effective in their child’s education. The following programs and workshops have been designed or implemented by PS/IS 137 and parents:

- Parent Math and Literacy Development

- Parenting Skills/Family Support Resources.
 - Leadership Development
(P.T.A, PAC, SLT, Learning Leaders, and other subcommittees)
 - Understanding and participation of instructional initiatives
 - Workshop on Title 1 laws and the No Child Left Behind Act of 2001
 - Dial - a Teacher
 - School-Based Support Services
 - Provide the coordination, technical assistance, and other support e.g.
(Parent Coordinator, Lead Teachers, Assistant Principals) in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
 - Conduct outreach activities and training parents, especially new parents and non-English-speaking parents.
 - Provide a Parent Room in which parents feel welcomed and can use to coordinate parent involvement activities
 - Provide resources for family outreach to assist and inform parents, and involve them in the school community.
2. **Annual Meetings** – Every year in the month of October, each parent will receive at the start of the new school term a letter of invitation to our annual Title I meeting. At our annual Title 1 meetings parents are informed of opportunities for involvement in the development of policies, program activities and procedures for ongoing involvement at PS/IS 137. The principal, parent coordinator and the PAC chairperson will work during the summer to schedule PAC meetings for the school prior to October of each school year.
3. **Parent Involvement Activities** - Each Title I school within District 23 must set aside no less than the minimum of 1% of Title 1 project funds for parental involvement activities which includes but not limited to:
- Funds may be used for transportation, materials supplies, postage, and refreshments at the monthly meetings
 - Funds will be provided for parents who at any Regional/District/Citywide workshops. Reasonable expenditures for refreshments of food particularly when such sessions/meetings /workshops extend through mealtime will also be covered
 - Project funds may be used to support a Title I Conference or Region II Parent Conference
 - Project funds may be used to support a parent retreat for the purpose of budget and program planning with district staff. This will support allowable expenditures for parent involvement.

To increase school staff and parental relations, PS/IS 137 will do the following:

- Educate the principal, vice-principals, parent coordinator, teachers, pupil personnel and other staff members to work with parents as equal partners.
- Encourage regular visits by parents to come in to our school.
- Provide parents with training and resources to help them help their child.
- Plan celebrations, clubs, and workshops that will build on school-staff and parent relationships.

PS/IS 137 - is committed to its efforts of developing strong ties with our parents and our community. We believe in the policies put forward for our school and for our parents. We believe to improve the academic and social skills of a child, it takes more than just the school, and it is a mutual effort of the parents and community as well. We will continue to identify and tear down barriers that have set limits to what our students can achieve. By evaluation and review of this parental involvement policy, we can promise our students and parents a better future for tomorrow.

The Role and Responsibility of the Parent Advisory Council – (PAC)

The No Child Left Behind Act requires meaningful consultation with the parents of Title I participating children. To uphold this policy - the planning, development, implementation and evaluation of Title I programs, PS/IS 137 and the (PAC) in partnership will work together on the following:

- Have at a minimum (5) meeting per school year.
- Distributing to their membership a written Parent Involvement Policy Statement.
- Informed parents about our annual Title I meeting in October.
- Distribute information and parental outreach to parents to attend annual meeting.
- Attend conferences, workshops, National and Regional Title Conferences.

Qualifications of the PAC

Members of the PAC of PS/IS 137 must be a parent of a child attending a school in District 23 and /or meet the following criteria;

- Their child must receive Title I services or attend a SWP school.

Election/Voting Procedures

Members of the PAC of PS/IS 137 will abide by the following election/voting procedures:

- Elections will take place every two years on the 2nd Wednesday in June.
- Nominations committee will be formed in May
- A quorum of (7) parents must present to conduct official business of the PAC.
- Absentee ballots/nominations or voting by proxy is not permitted.
- Vacancies will be filled by the next highest-ranking officer and/or by special election at the next PAC meeting.

The Duties of the PAC - Chair, Vice Chair and Secretary

The Chairperson Duties:

- Speak out for parent's issues and concerns and the needs of all Title I students.
- Work with the Parent Coordinator and the P.T.A. to actively increase parental involvement.
- Have meetings during the day and evening to accommodate all parents.
- Provide up-to-date information and workshops on the No Child Left Behind Act
- Provide parents with information to educational programs, meeting and workshops that will help to support their child's academic success.

The PAC Vice-Chair Duties:

- Take the place of the PAC Chair if he/she is unable to fulfill their duty at a parent meeting or consultation.

The PAC Secretary Duties:

- Keeping an accurate record of all minutes and agenda's.
- All P.S. 137's Parents -School Compacts, Title I Policies and Budget Proposals on file for distribution and review.

Review of Title 1 Policies should take place every year at a determined date set by PAC chairperson and principal. Any amendment should be brought to the PAC executive board to be voted on at a later date by the general assembly.

Term of Officers

All PAC Officers are elected to serve for a two-year term. No officer should have more than a four year term unless there are no parents to fill in the PAC executive board positions.

4. **Visitations** Regular school visitations by parents are always encouraged by the Parent Coordinator, the PAC Executive Board, and by our school Principal.

PAC's should conduct a least (5) public meetings per year and maintain records of meetings including agendas, minutes and attendance sheets.

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Maria Quail	District 23	Borough Brooklyn	School Number 137
School Name Rachel Jean Mitchell			

B. Language Allocation Policy Team Composition [?](#)

Principal Zina Cooper-Williams	Assistant Principal Suzette Rose
Coach type here	Coach type here
ESL Teacher Linda Sedda	Guidance Counselor Janette Gutierrez
Teacher/Subject Area Rena Shepard/AIS -ELA/MATH	Parent type here
Teacher/Subject Area type here	Parent Coordinator Jan Potter
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	319	Total Number of ELLs	14	ELLs as share of total student population (%)	4.39%
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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. 

P.S./I.S.137 is located in the Brownsville, Ocean-Hill section of Brooklyn. The total student population is 319 students in grades Pre-K-8. The population consists of 82% African American, 15% Hispanic, 1 % White, and 2 % Other. P.S.137 serves grades Pre-K -8th .The population of ELLs are distributed between grades k-8 as follows: K/0, 4/1st, 1/2nd, 2/3rd, 1/4th, 0/5th, 2/6th, and 0/7th, 4/8th. The total number of ELLs is 14 students or 4.39% of the total student enrollment, mostly of Hispanic origin, but included this year are speakers of French and African languages. Our LAP committee consists of the following representatives ; Guidance Counselor, Janette Gutierrez (bilingual), Lead Teacher/ ESL teacher, L. Sedda, Jan Potter, Parent Coordinator and Administrators, Zina Cooper-Williams, Principal and Suzette Rose, Asst. Principal I. A and. ESL is the only program offered in our school. There is one ESL certified teacher. Upon registration, the parent is given the Home Language Identification Survey form to identify student's language.

Ms. Linda Sedda who is an ESL certified teacher is responsible for the intake process is of new ELL'S. The HLIS is administered and an oral interview is conducted with both students and parents to determine the language of dominance. The interview and the HLIS form are completed with a parent conversation using their native language. The school contacts the DOE translation unit in the event that the school does not have an interpreter available in that specific language. A pedagogue trained on the intake process determines the students Home Language Code based on the assessment given. Once the Home Language is determined to be a language other than English, the student is given the LAB-R by a certified ESL teacher. Students who score below the LAB-R cut -off score are entitled to ESL/ Bi-lingual services or Dual Language program. Spanish LAB-R is administered to those Spanish speaking students. This evaluation process is completed within the first ten days of student enrollment in school. Letters of Entitlement are sent to the parents of students whose LAB-R scores have deemed them as eligible to participate in an ELL program. Parents are sent continued entitlement letters as well as non-entitlement based on the results of the NYSESLAT or LAB-R. A copy of all Entitlement letters are filed for all students in an ESL data binder. All entitled students receiving services are assessed with the NYSESLAT in the spring. Students are identified through ATS reports as eligible to take the NYSESLAT and are given the Listening/Speaking and Reading /Writing parts of the exams at the designated exam window.

A parent orientation is given to inform parents of the three ELL program choices, Transitional Bilingual, Dual Language, and Freestanding ESL. A video presentation provided by the DOE of New York City is also a resource used for the orientation. This session is conducted by the ESL teacher with staff assistance. Included members of the orientation are a family worker and parent coordinator. The team assists with translation and interpretation. A copy of the New York City Guide for Parents of ELL'S describing the three programs in the native language is distributed at the orientation. The parent survey and Program Selection forms are given to all participants to make an informed decision about their preferred program participation for their children. The school informs the parents of the requirements for TBE program formation. There must be a minimum of fifteen students in two consecutive grades, speaking the same language to make this program available. If the school does not have the amount of students to form a bilingual program, the school informs the parents of the school sites within the district in which this program is offered. Parents can accept or reject the available programs and /or transfer their child to a school where the program is available. They may also opt to have their children participate in the school's freestanding ESL program. Parents are informed that the school will monitor the requests for the TBE and contact them should the school meet the program offering requirement. Students are then placed in the parent's preferred program choice within the first ten days of enrollment. The enrollment process is ongoing during the school year therefore multiple

orientation sessions may be conducted to accommodate those parents of ELL's for their placement throughout the year. All Parent Surveys and Program Selection documents are distributed and collected. The parents will be contacted by the ESL teacher if the documents are not returned and informed that their children will be paced in the default program for ELL's is Transitional Bilingual Education as per CR Part 154. Parents are also given the form to select the language of preference for school communication.

After reviewing the Parent survey and Program Selection forms for the past few years it has been the trend that the ESL freestanding Program is the preferred program chosen by one-hundred percent of parents.

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●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	0
SIFE	3	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	1

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	9	3		4			1			14
Total	9	3	0	4	0	0	1	0	0	14

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	
	EL	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: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1	3	1	1	1			1					8
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French			1		1		1		1					4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1		1					2
TOTAL	0	1	4	1	2	1	2	0	3	0	0	0	0	14

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

There are various proficiency levels not directed solely by grade level. All ESL students are taught by a fully certified ESL teacher. All Advanced and newly proficient students are receiving the mandated 180 minutes per week and the Intermediate and Beginner students are receiving the mandated 360 minutes per week. The students with an IEP, students designated “at risk”, “referred for multidisciplinary evaluation, and or finally, “not met the performance standards in reading and/or writing” or for holdovers are targeted to receive additional services including AIS after school programs, Saturday Academy and individual support as needed. The mode of instruction is through pull-out and push –in. Instruction is differentiated and groups are heterogeneous.

The students, regardless of proficiency levels, have stronger knowledge in speaking and listening modalities. Their speaking is social, learned mostly from connections with family and friends, not academic language. Listening is strong; however comprehension in more advanced literature and problem solving is limited to the highly advanced students. All students across the proficiency levels need to increase reading with comprehension based on their NYSESLAT scores and benchmarks. Writing needs to be practiced along with vocabulary and grammar skills based on their performance on the NYCESLAT , NYS Exams, and other benchmark classroom assessments.

Content areas including Math, Science, and Social Studies State Exams reflect a lower performance level than ESL proficiency level. Differentiated and small group instruction helps to address specific individual needs. In order to make content more comprehensible and to enrich language development, ELL’s have use of a glossary, bilingual dictionary, textbooks in Spanish, and peer tutors to provide support. Differentiated ESL strategies support is given to teachers from the Lead teacher who is also the ESL teacher. The Workshop Model is used for instruction in the content areas. Interim assessments are used as a diagnostic tool to drive individualized instruction. Reading and Comprehension strategies are taught to prepare students for New York State Assessment in accordance with No Child Left Behind Act. Acuity is used to target specific skills in ELA, Language Arts, and Mathematics. Specific skills can then be addressed based on data. ELL’s are targeted for Inquiry Team Focus including academic vocabulary and problem solving skills. Non -fiction informational text in content areas is the focus of reading and comprehension skill. Depth of Knowledge and Common Core Learning Standards are introduced into the ESL achievement standards. Academic rigor is expected within the mainstream classrooms and in the ESL push –in/ pull-out teaching program. Using the push –in model for Middle School students helps with the transition to high school. Collaboration between the ESL teacher and classroom teacher through conferencing and planning facilitates ELL student academic success. ELA curriculum is delivered in classroom using the balanced literacy prototype while collaborating with the ESL teacher to discuss individual needs of students based on English proficiency. Push -in and Pull-Out programs in ESL added to the ELA regular classroom time,the ESL minutes totaling 180 minutes for advanced level students and 360 minutes for beginner and intermediate. Progress and improvement is monitored through teacher meetings, student conferencing, and progress reports.Overall school wide progress is based on the school’s goals for the year.

A. Programming and Scheduling Information

Content area instruction including the CALLA method of instruction and the ESL Balanced Literacy Prototype are used to maximize freestanding ESL instruction, pull out/push-in program. Supplemental materials including workbooks containing content area leveled reading, leveled books, and informational trade books for all reading levels are provided. Think, pair, share, note taking strategies, and accountable talk during the ELA balanced literacy is encourage promoting academic language, vocabulary, and English language proficiency... We are a CFN #109 school and we are focused on informational text in all content areas to promote academic language, reading comprehension, problem solving skills in order to increase higher order thinking and content knowledge. Individual needs are addressed through conferences with the classroom teachers and through additional services including our Extended Day Program, Saturday Academy, AIS services and SETSS services where applicable.

Long term ELLs will be evaluated based on individual needs and circumstances related to their academic achievement. The academic direction and focus will be based upon those needs and curriculum adjusted accordingly.

The SIFE students and newcomers attend additional support with small group instruction in after school and Saturday AIS sessions.

New York State Curriculum Standards and Common Core Learning Standards guide instruction and content is taught through various instructional materials including project based, hands-on activities to address all learning styles. Technology and Smartboard interactive software is used within the regular classroom instruction to include all learning styles and ELL participation.

Our Special Education students are within a smaller group setting and the individual goals include reaching grade level academic performance. Supplemental materials are used to increase academic language and comprehension. Problem solving, skill building, and synthesis of information are explored using content area instruction.

Phonics and word study are an integral part of reading comprehension. Hands –on activities are used to address all types of learning styles. Textbooks and dictionaries are available in Spanish for reference and support for students lacking English proficiency to help students acclimate to an English only classroom.

Students who have reached proficiency level and are transitioning are given more challenging material and enrichment activities to better prepare for a smooth transition to the monolingual classroom structure and grade level academic performance. Students have accommodations for testing and are given time and a half to complete NYS and other interim assessments.

ELLs participate and are included in Music, Dance, Visual Arts, and theatrical performances within the elementary and middle school grades. Additionally ELL’s participate in after school enrichment programs. The arts programs are during school hours and are hands-on, interest based classes using practical application through content area instruction. All students are able to participate from grades 5-8 in our after-school arts enrichment programs.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

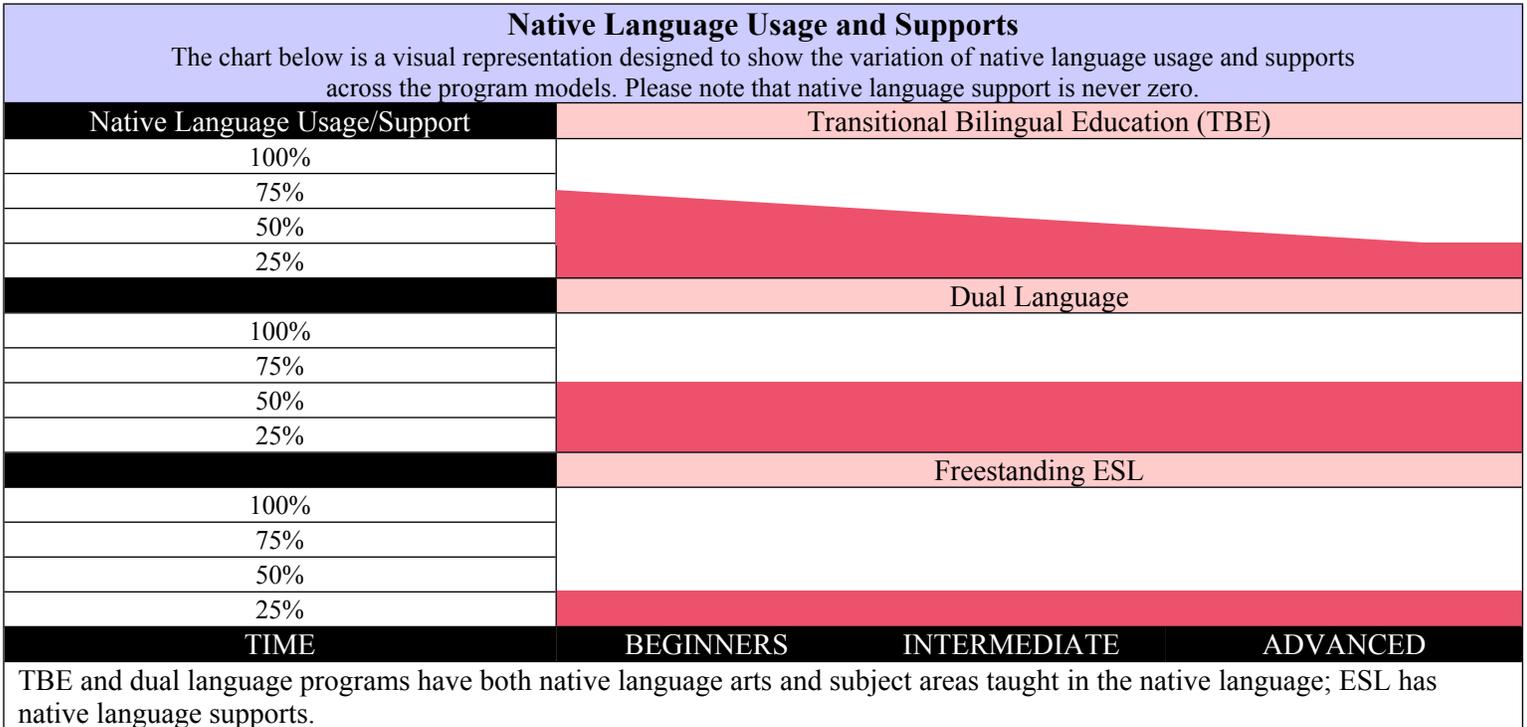
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials;

B. Programming and Scheduling Information--Continued

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

Long term ELLs will be evaluated based on individual needs and circumstances related to their academic achievement. The academic direction and focus will be based upon those needs and curriculum adjusted accordingly.

The SIFE students and newcomers attend additional support with small group instruction in after school and Saturday AIS sessions.

New York State Curriculum Standards and Common Core Learning Standards guide instruction and content is taught through various instructional materials including project based, hands-on activities to address all learning styles. Technology and Smartboard interactive software is used within the regular classroom instruction to include all learning styles and ELL participation.

Our Special Education students are within a smaller group setting and the individual goals include reaching grade level academic performance. Supplemental materials are used to increase academic language and comprehension. Problem solving, skill building, and synthesis of information are explored using content area instruction.

Phonics and word study are an integral part of reading comprehension. Hands –on activities are used to address all types of learning styles. Textbooks and dictionaries are available in Spanish for reference and support for students lacking English proficiency to help students acclimate to an English only classroom. Our French speaking student receive a dictionary , but it is not the equivalent to the type of French Creole spoken by those students. A translator service is called when needed. There are no language electives offered in our school building at this time.

Students who have reached proficiency level and are transitioning are given more challenging material and enrichment activities to better prepare for a smooth transition to the monolingual classroom structure and grade level academic performance. Students have accommodations for testing and are given time and a half to complete NYS and other interim assessments.

ELLs participate and are included in Music, Dance, Visual Arts, and theatrical performances within the elementary and middle school grades. Additionally ELL's participate in after school enrichment programs. The arts programs are during school hours and are hands-on, interest based classes using practical application through content area instruction. All students are able to participate from grades 5-8 in our after-school arts enrichment programs.

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)?

N/A

D. Professional Development and Support for School Staff

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

Professional development is offered to all staff in order to increase awareness of ELL's obstacles in second language acquisition and to offer classroom activities that can address more learning styles within the mainstream classrooms. Information is given about the status of the ESL program, schedules, and ELL student information based on needs and proficiency is addressed to facilitate teacher-student relationships. Lesson plan ideas are shared to facilitate learning in the regular classroom by new ELL's. Administrators, elementary level teachers, content area teachers, middle school specialized subject teachers, and all student support personnel participate in addressing the needs of ELL's. Teacher teams meet to contribute and participate in ongoing planning sessions to differentiate instruction and examine data to meet the needs of ELL's in the regular classroom setting as well as during pull out sessions with the ESL teacher. Collaboration with classroom teachers to understand the needs of the ELLs within the mainstream classroom is ongoing and will lead to ELLs increased academic performance and language proficiency. Professional development is interdisciplinary and includes strategies to address English proficiency levels and learning styles. Our professional development is turn-keyed through the ESL teacher's attendance at Network trainings, DOE trainings, and other outside vendor trainings. The attendance and agenda are maintain in our professional development data binder.

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?

Communication with parents is through PTA meetings, parent workshops, school conferences, individual student/parent meetings (translator provided), and school memos (translation provided). Outreach to parents of new ELL's through Family Workers to facilitate school-home communication. (Translation provided) Workshops are organized by our Family Worker and Parent Coordinator in collaboration with administration to meet the needs of our parent population. The parent coordinator meets with parents and evaluates needs of students and parents. follow-up with teacher and or administration to better serve individual student needs. We do not have any community based organizations at this time.

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)	0	0	0	1	0	0	0	0	1					2
Intermediate(I)	0	0	2	0	2	1	0	1	0					6
Advanced (A)	0	1	0	0	0	0	0	0	0					1
Total	0	1	2	1	2	1	0	1	1	0	0	0	0	9

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	0	0	0	0				
	I	0	0	0	0	0	0	0	0	0				
	A	0	0	1	1	1	0	0	1	1				
	P	0	1	2	0	1	1	0	1	0				
READING/ WRITING	B	0	0	0	1	0	0	0	0	1				
	I	0	0	2	0	2	1	0	1	0				
	A	0	1	0	0	0	0	0	0	0				
	P	0	0	1	0	0	0	0	1	0				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	1			2
4	0	1			1
5	0	0			0
6	1	0			1
7	0	0			0
8	0	1			1
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	2								2
4			1						1
5									0
6			1						1
7									0
8	1								1
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						1
8	1								1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Rachel Jean Mitchell

School DBN: 23k137

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Zina Cooper-Williams	Principal		10/24/11
Suzette Rose	Assistant Principal		10/24/11
Jan Potter	Parent Coordinator		10/24/11
Linda Sedda	ESL Teacher		10/24/11
	Parent		1/1/01
Rena Shepard	Teacher/Subject Area		10/24/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Janette Gutierrez	Guidance Counselor		10/24/11
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 23K137 **School Name:** Rachel Jean Mitchell

Cluster: 4 **Network:** CFN109

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.

Upon registration, the parent is given the Home Language Identification Survey form to identify student's language. Ms. Linda Sedda who is an ESL certified teacher is responsible for the intake process of new ELL'S. The HLIS is administered and an oral interview is conducted with both students and parents to determine the language of dominance. The interview and the HLIS form are completed with a parent conversation using their native language. The school contacts the DOE translation unit in the event that the school does not have an interpreter available in that specific language. A pedagogue trained on the intake process determines the students Home Language Code based on the assessment given.

Letters of Entitlement are sent to the parents in their native language of students whose LAB-R scores have deemed them as eligible to participate in an ELL program. Parents are sent continued entitlement letters as well as non-entitlement based on the results of the NYSESLAT or LAB-R.

A parent orientation is given to inform parents of the three ELL program choices, Transitional Bilingual, Dual Language, and Freestanding ESL. A video presentation provided by the DOE of New York City is also a resource used for the orientation. This session is conducted by the ESL teacher with staff assistance. Included members of the orientation are a family worker and parent coordinator. The team assists with translation and interpretation. A copy of the New York City Guide for Parents of ELL'S describing the three programs in the native language is distributed at the orientation.

. Parents are also given the form to select the language of preference for school communication.

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

The total number of ELLs is 14 students or 4.39% of the total student enrollment, mostly of Hispanic origin, but included this year are speakers of French and African languages. Most of the students are of Hispanic origin and there are several in house persons able to translate both orally and in written documents. We have dictionaries in the library and given to ELL's to help with day to day translation. Textbooks are provided to those students while in the English acquisition process. Parents and students can then understand the curriculum as it progresses without lapse in studies. The small population of ELL's allows for pairing of past ELL's whom are now proficient in English and are bilingual to assist with translation of daily assignments.

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.

Parents are identified through the HLIS forms and are provided with translation services in house immediately upon registration. It is then determined through the interview process the translation needs of the family. The ESL teacher provides the orientation video in the language of preference and the parent is given the DOE form for choice of correspondence from the school. Parent notifications, reports, and explanations are disseminated in understandable and practical way that parents can understand. Announcements will be given out whenever possible in Spanish, Haitian Creole, etc. Translation for parent meetings is also available within our school from our Learning Leaders volunteers, family workers and staff members. Parents will be encouraged to participate on the advisory councils and CEP reviews panel and or other school-based planning and decision making committees. Meetings should take place before, during or after school the regular school day. Workshops are provided with translation to encourage parents of ELL's to participate in school wide activities.

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.

Communication with parents is through PTA meetings, parent workshops, school conferences, individual student/parent meetings (in house translator provided), and school memos (in house translation provided). Outreach to parents of new ELL's through Family Workers to facilitate school-home communication. (Translation provided)

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>.

Upon registration, the parent is given the Home Language Identification Survey form to identify student's language. Ms. Linda Sedda who is an ESL certified teacher is responsible for the intake process is of new ELL'S. The HLIS is administered and an oral interview is conducted with both students and parents to determine the language of dominance. The interview and the HLIS form are completed with a parent conversation using their native language. The school contacts the DOE translation unit in the event that the school does not have an interpreter available in that specific language. The ESL teacher provides the orientation video in the language of preference and the parent is given the DOE form for choice of correspondence from the school. Parent notifications, reports, and explanations are disseminated in understandable and practical way that parents can understand. The DOE website facilitates the acquisition of the appropriate ELL entitlement letters, and related correspondence. Announcements will be given out whenever possible in Spanish, Haitian Creole, etc. Translation for parent meetings is also available within our school from our Learning Leaders volunteers, family workers and staff members. Parents will be encouraged to participate on the advisory councils and CEP reviews panel and or other school-based planning and decision making committees. Meetings should take place before, during or after school the regular school day. Workshops are provided with translation to encourage parents of ELL's to participate in school wide activities.