



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : SAMUEL RANDALL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08x138

PRINCIPAL: LORRAINE CARROLL DAWKINS EMAIL: LCARROL@SCHOOLS.NYC.GOV

SUPERINTENDENT: TIMOTHY BEHR

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 |
|--------------------------|--|-----------|
| Lorraine Carroll Dawkins | *Principal | |
| Lilian Fleshman Whitaker | Assistant t Principal | |
| Deborah Martinez | *UFT Chapter Leader or Designee | |
| Jannieka Benjamin | *PA/PTA President or Designated Co-President | |
| Carol Bracero | DC 37 Representative, if applicable | |
| Paulette Owens | Member/Chair SLT /Teacher | |
| Joseph DiCrenscento | Teacher | |
| Geraldine Mitchell | Teacher | |
| Diane Munro Morris | Teacher/ | |
| Leda Goodwin | Parent/ | |
| LeKeisha Cobbald | Parent/ | |
| Laura Goodwine | Parent/ | |
| Maria Izzarry | Parent/ | |
| Tabitha Serrano | Parent/ | |

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1: By June 2012, 75% of our students in K-5 will approach or meet their reading goals as measured by Fountas and Pinnell /DRA2.

Comprehensive needs assessment

In the past three years the performance data in ELA has fluctuated due to the changes in the state reconfigurations of the scale scores...

ELA 2011 40-% of our students in grades 3,4, and 5 are at or above grade level in ELA

Grade 3 37% at or above grade level

Grade 4 49% at or above grade level

Grade 5 36% at or above grade level

ELA 2010 36-% of our students in grades 3,4, and 5 are at or above grade level in ELA

Grade 3 – 40.9% reading at or above grade level

Grade 4- 35.3% reading at or above grade level

Grade 5 - 34.6% reading at or above grade level

ELA 2009 63.9%- of our students in grades 3,4, and 5 are at or above grade level in ELA

Grade 3 - 63% reading at or above grade level

Grade 4 - 63% reading at or above grade level

Grade 5 – 65% reading at or above grade level

Instructional strategies/activities

During school year 2011-2012, classroom teachers and support staff will utilize the Balanced Literacy Workshop Model which is outlined in grade level curriculum maps.

Running Records will be administered on an ongoing basis to ensure appropriate placement in guided reading groups.

- Receive Reading Reform Program Phonics Instruction.
- Engage in daily Balanced Literacy Program.
- Utilize various literacy programs designed by Rigby as the core reading program.
- Receive Making Meaning Instruction Grades K-3.
- Utilizing Foundation Program in Special Education classes K and 1.
- Utilizing Wilson Program in Special Education classes containing grades 2-5.
- Engage in Independent reading through the 100 Book Challenge program in Grade 2.
- Receive instruction in fluency through the Scott Foresman Literacy program.(Grades 1-3)

- Test preparation through various materials.
- Study Island a computer based program is utilized for ELA strategies for grades K-4.
- Saturday Literacy, Math, and Science At risk Institute for grades 3-5

Professional Development: During 50 minutes staff development, DOE staff development days. lunch and learns and numeracy or literacy week
 Topics:

- ELA Common Core Standards
- Genre Writing
- Differentiated Instruction
- Classroom Strategies for ESL and SWD Students
- Citywide Expectation for Grades Pre-K-5 in ELL (Common Core Task, and Danielson Framework Model for observation.)
- Developing and Implementing rubrics for students Work

Strategies:

- Interclass visitation
- Cross grade articulation
- Technology based data acquisition and utilization
- Teacher Teams will meet to review students work.
- Coaches will provide model lesson.

Strategies to increase parental involvement

- Parent Workshops to promote literacy. Parent workshops are provided after school and on weekends to provide parents with the opportunity to support the instructional program at home.
- Monthly Newsletters to inform parents of upcoming literacy workshops

Strategies for attracting Highly Qualified Teachers (HQT)

Utilize Teach for America, Teaching Fellows and Human resource to identify qualified teachers. Provide funding for uncertified teachers to take courses to become highly qualified teachers.

Service and program coordination

Universal PreK provides students with the necessary literacy foundation to ensure success in kindergarten. PreK teacher and kindergarten teachers engage in cross grade articulation to ensure the implementation of the ELA Common core state standards. Pre K students and staff participates in all school literacy activities that promote literacy at home Prekindergarten parents engage in monthly workshops provide by family worker.

Budget and resources alignment

Title I ,Title I School wide program funds , Fair Student Funding, ARRA Funds, Title 3 LEP and NYSTYL

Funds will be utilized to

- Provide ongoing training through coaches from the end of August 2011 to June 2012 to ensure effective implementation of instructional programs.
- Provide Educational consultants for staff development throughout the school year for at risk students
- To purchase effective rally on the go observation tools for administration.
- To purchase iPads for documentation purposes for administration to use during informal and formal observations.
- To identify appropriate instructional materials for literacy services.
- To allow inquiry teams and teacher teams to meet to discuss student work to make Schoolwide instructional changes. On professional development days differentiation of Instruction workshop will be done for PreK thru 5.
- Hiring literacy coach, cooperative teachers and kindergarten paraprofessionals to decrease student staff ratio.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

: By June 2012, all students Prekindergarten -5 will be engaged with one citywide numeracy task aligned with selected math common core standards.

Comprehensive needs assessment

The Math 2011 revealed that problem solving was an area of concern. In 2011, 51% of our students in grades 3, 4, and 5 were at or above grade level.

Instructional strategies/activities

- During school year 2011-2012 – Classroom teachers and support staff will utilize Envision Math Common Core Standards for grades k-1 and Scott Foresman Diamond Series 2008 grades 2-5

We will

- Incorporate math strategies.

- Incorporate Friday Test Readiness Packets which includes: multiple choice and problem solving strategies.
- Utilize data from quarterly assessment to inform instruction and support teachers in addressing areas of student's academic need.
- Have a Math Carnival for Spring 2012
- Kid watch during independent work.
- have Friday Afternoon Math Games to reinforce math concepts
- Saturday Literacy, Math, and Science At risk Institute School

Professional Development: During 50 minutes staff development, DOE staff development days, lunch and learns and numeracy or literacy week

Topics:

- Math Common Core Standards
- Problem Solving Strategies
- Differentiated Instruction
- Citywide Expectation for Math common core task
- Developing and implementing rubrics for student work
- Classroom Strategies for ESL and SWD

Strategies:

- Interclass visitation
- Cross grade articulation
- Teacher Teams will meet to review students work.
- Coaches will provide model lesson.

Strategies to increase parental involvement

- Provide ongoing math workshops for parents
- Provide family math night
- Monthly Newsletter about upcoming math events and workshops
- Parent Bulletin Board
- Chapter by chapter letter to the parent to inform what is going to be taught.

Strategies for attracting Highly Qualified Teachers (HQT)

Utilize teach for America and Human resource to indentify qualified teachers. Provide funding for uncertified teachers to take courses to become highly qualified teachers.

Budget and resources alignment

Title I, Title I Schoolwide Program ,Fair Student funding ,ARRA Funds NYSTYL, Title 3

Funds will be utilize to

- Provide ongoing training, including, teacher watches, modeled lessons, personal conferences and workshops, from coaches from the end of August until June to ensure effective implementation of instruction.
- Consultants will give ongoing staff development throughout the school year.
- Provide Educational consultants for staff development throughout the school year for at risk students
- To identify appropriate instructional materials for math.
- To allow inquiry teams and teacher teams to meet to discuss student work to make Schoolwide instructional changes. On professional development days differentiation of Instruction workshop will be done for PreK thru 5
- Hiring math coach, and math clusters teachers implement the math program and the common core standards.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2012, decreasing the number of level one within the subgroups (ELL and Students with disabilities) by 1% to 3% in ELA as indentified by the 2012 NYS ELA Exam.

Comprehensive needs assessment

In the past three years the performance data in ELA for ELL's and SWD level 2 and above has fluctuated due to the changes in the state reconfigurations of the scale scores.

ELA 2011

Grade 3 SWD - 55% at level 1

Grade 4 SWD 11% at level 1

Grade 5 SWD 44% at Level 1

Grade 3 ELL 71% at Level 1

Grade 4 ELL 14% at Level 1

Grade 5 ELL 60% at Level 1

ELA 2010

Grade 3 SWD 32% at level 1

Grade 4 SWD 48% at level 1

Grade 5 SWD 54% at level 1

Grade 3 ELL 15% at Level 1

Grade 4 ELL 46 % at Level 1

Grade 5 ELL 30% at Level 1

ELA 2009

Grade 3 SWD 42% at level 1

Grade 4 SWD 20% at level 1

Grade 5 SWD 3% at level 1

Grade 3 ELL 0% at level 1

Grade 4 ELL 9% at level 1

Grade 5 ELL 0 % t level 1

Instructional strategies/activities

During school year 2011-2012, classroom teachers and support staff will utilize

- Engage in daily Balanced Reading Program.
- Utilize Rigby Literacy as the core reading program.
- Receive Making Meaning Instruction.
- Study Island – Computer based ELA program
- Small group instruction
- Saturday Literacy, Math, and Science At risk Institute for grades 3-5

Professional Development: During 50 minutes staff development, DOE staff development days, lunch and learns and numeracy or literacy week

Topics:

- ELA Common Core Standards
- Genre Writing
- Differentiated Instruction
- Classroom Strategies for ESL and SWD Students
- Citywide Expectation(bundles) for Grades Pre-K-5 in ELL
- Developing and Implementing rubrics for students

Strategies:

- Interclass visitation
- Cross grade articulation
- Technology based data acquisition and utilization
- Teacher Teams will meet to review students work.
- Coaches will provide model lesson.

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Strategies to increase parental involvement

- Parents will be provided workshops on ways to help their child in ELA.
- Provide information to parents concerning assessment, assessment dates and interpretation of data
- Provide meetings in the Day, evening and Saturday
- Provide entertainment for students while parents are engaged in academic workshops

Strategies for attracting Highly Qualified Teachers (HQT)

Utilize teach for America and Human resource to indentify qualified teachers. Provide funding for uncertified teachers to take courses to become highly qualified teachers.

Budget and resources alignment

- Title I , Fair Student Funding, ARRA Funds, Title 3 LEP and NYSTYL
- Staff will receive ongoing training through coaches from the end of August to June to ensure effective implementation of instructional programs.
- Educational consultants will give ongoing staff development throughout the school year.
- DRA2 will be utilized to determine independent reading levels and student progress.
- Common preparation periods will be utilized for grade planning and professional development.
- Administration will interact with students learning in ELA, and formally and informally observe teaching in ELA instruction.
- On professional development days differentiation of Instruction workshop will be done for PreK thru 5

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

By June 2012, 5% more parents will attend parent meetings, workshops and parent teacher conferences evident by attendance sheets.

Comprehensive needs assessment

The parents of the students of 138 need to be more evolved in parental workshops available to help them help their children. Attendance sheets show that parent turnout for the various meeting range from ten percent to fifty percent.

Instructional strategies/activities

During the 2011-2012 school year Parents will:

- Be providing educational workshops for parents that are grade and subject specific.
- Schedule open house for Thursday, September 22, 2011 for parents to meet with teachers and discuss the classroom curriculum.
- Arrange for outside agencies to provide various types of health related workshops (i.e. mental health, hygiene and nutrition).
- Family Activity Night - (i.e. Movie Night and Art Workshops)
- Contact community agencies to provide workshops.
- Send home a monthly news letter to inform parents of upcoming events.
- Utilize a parent concern form to address issues that may arise.
- Provide information to parents concerning assessment, assessment dates and interpretation of data.
- Send letters in the mail to parents.
- Hold literacy and numeracy workshops.
- Identify outside programs to assess illiterate parents.
- Utilize the parent coordinator to serve as a liaison between the community and the school.
- Provide Parent Survey.
- Implement suggestion tear off sheet along with monthly newsletter.
- Parent Association Newsletter.

Strategies to increase parental involvement

- Utilization of School Messenger phone contact program to do parent outreach
- Send home a monthly news letter to inform parents of upcoming events
- Develop a parents bulletin board in the main lobby to post current information

- Send letters in the mail to parents.
- Collaborate with parent coordinator to increase parental support
- Utilize the parent coordinator to serve as a liaison between the community and the school
- Provide Parent Survey
- Implement suggestion tear off sheet along with monthly newsletter
- Parent Association Newsletter
- Day, Night and Saturday meeting

Service and program coordination

We collaborate with our Pre K program that is housed at Stevenson High School

Budget and resources alignment

Title 1, ARRA , Title 3

- Workshops will be offered to address the academic needs of the students.
- Agendas, sign in sheets and/or parental surveys will be review every two months resulting in 1% gains of parental involvement.

ACADEMIC INTERVENTION SERVICES (AIS)

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 | 60 | 85 | N/A | N/A | | | | |
| 1 | 64 | 96 | N/A | N/A | | 5 | 5 | |
| 2 | 64 | 96 | N/A | N/A | | | 5 | |
| 3 | 120 | 120 | N/A | N/A | | | 5 | |
| 4 | 120 | 120 | 76 | 76 | | | | |
| 5 | 120 | 120 | 76 | 76 | | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 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 | During the school day Reading Reform for grades k-3 and Wilson for SWD from grades k-5. Guided Reading. Small group pull out , Study Island grades k-4 Saturday and 50 minute instruction Monday-Wednesday |
| Mathematics | Two cluster program for K-5 address the needs of our students Saturday Study Island grades K-5 50 minute instruction Monday-Wednesday |
| Science | One cluster program for K-5 address the needs of students |
| Social Studies | Two Cluster program for K-5 address the social studies needs of the students |
| At-risk Services provided by the Guidance Counselor | |
| At-risk Services provided by the School Psychologist | Working with students who are displaying behaviors not conducive to the classroom (one to one). |
| At-risk Services provided by the Social Worker | Working with students who are displaying behaviors not conducive to the classroom (one to one). |
| At-risk Health-related Services | |

PARENT INVOLVEMENT POLICY (PIP)

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. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. 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;

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 to serve as a liaison between the school and families. The Parent Coordinator 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;

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.

Response Plan for Schools In Need of Improvement (SINI)

School DBN: 08x 138 **School Name:** Samuel Randall Elementary School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

PS 138 has been identified in ELA for Students With Disabilities and English Language Learners Students.

We recognize that it is extremely challenging for our teachers to meet the various cognitive, emotional, academic and social needs of our students' diverse learning styles. Additionally, combining various grades together along with varied reading and math levels can also be a challenge for the teachers that support these students.

Our IEP students in grades 3-5 that scored level 1 on the ELA state test are students that have reading level ranging from Kindergarten - 3.1, suggesting that students are behind two or more years as indicated by their assessments and IEP's. To be promoted to the next grade, these students are required to attain 30% of the ELA indicators. The SWD's are not held to the city's standard promotional criteria as long as they meet their modified IEP promotional criteria. Despite this, the school is held accountable for their scores on the state examination. Hence, the school did not meet its AYP for ELA. Students are promoted to the next grade not being able to handle 70% of the present grade or of the next grades ELA indicators. Several students have disabilities, medical and behavioral issues that may impede their ability to stay focused and retain information as indicated on their IEP's. These students are encouraged to attend academic intervention programs, but because of transportation they cannot or will not attend. Many students are not zoned to our school and do not receive our instruction in the early grades and are too far behind to be able to score a level 2 or more on the state examinations. They enter our school deficient in ELA and we are held responsible for their scores. Additionally, parents not zoned for PS138 are not willing to travel on Saturdays to attend the Saturday AIS program resulting in poor student achievement. Some parents who are zoned refuse to allow their students to attend to improve their academic achievement no matter how much outreach the school engages in.

English Language Learners are required to take the ELA test after one year of instruction in a NYC public school. An influx of new admit students in grades 2-5 that came to our school mid-year with little or no prior schooling in their country, demonstrated a lack of proficiency in reading, writing and mathematics. Many of these students are required to take the test the following year even though language acquisition is minimal.

Additionally, students move back and forth between their native country as well as leave on vacation during the school year and do not return on time. These factors cause an interruption in instruction and impede their ability to become proficient in the language. Many students have not acquired enough language to pass a grade appropriate state test. Many of the students are not proficient in their own language, which makes the transition to English that much harder. It has been very difficult for the school to enroll the students into the AIS programs. Parents are reluctant to send their students no matter how much out reach we do knowing that they are unable to support the child with English instruction at home.

Additionally, several students fall under both categories SWD and ELL in which the school is being held accountable in each subgroup area ignoring the concerns stated above.

1. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The school will:

- Develop heterogeneous classes for the ELL and Students With Disabilities that would allow the ELL and service provider to push into the classroom reducing the amount of pullout time and the disruption of the instructional program in literacy and numeracy.
- Ensure that guided reading is done daily for all ELL and SWD students with a major emphasis on nonfiction literature..
- Develop a DEAR Program (Drop Everything And Read Program AIS Breakfast Program) that will engage students in literature circles using non-fiction thematic units with an integration of art and writing. The target population will be Students With Disabilities, ELL students and African American and Hispanic boys. We anticipate 40-60 students, 10-15 students per class and 3-6 teachers 3 days a week for students in grades 3-5.
- Assign tutoring in ELA for six non-English speaking students 5x per week for 1 hour daily to build fluency and phonemic .
- Provide Monthly professional development and SIOP training for ELL Teachers, Teachers with ELL Students and Special Education Teachers to ensure differentiated instruction and the implementation of effective teaching strategies.
- Provide SWD in grades 3-5 self contained classes with Wilson Phonics Instructional program that will provide students with the necessary decoding skills to build reading skills and develop fluency
- In grades K and 1 Reading Reform Phonics Instruction to develop decoding skills and fluency
- SES Achieve 3000 computer based After-school program for students in grades K-5 for mathematics and nonfiction reading comprehension skills activities
- Provide parent workshops on at home literacy strategies to improve student reading levels
- Teacher mentoring program for one on one tutoring and academic support
- 50 minute extended day for all SWD and ELL students in literacy comprehension
- Build at home library program for all SWD and ELL students which will provide students with books weekly to encourage independent reading at home

Part B: For Title I SINI Schools Only

1. 1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I

funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

The 10% is used to hire:

Dr. Nikki Newton and Christine Mulgrave are consultants that focus on improving teacher effectiveness in the content area. They provide professional development, student interviews, teacher coaching and parent workshops.

Teacher professional development is a focus in our school. Ramapo, Danielson Framework, SIOP, Looking at student Work Protocol, Rigor and Relevance are some of the professional development that we have offered in our school.

Additionally, we have a literacy, numeracy and special education IEP/coach that is responsible for teacher mentoring, professional development, teacher team meetings, modeling lessons, co-teaching to improve teacher pedagogy, parent workshops and small group academic intervention support.

1. 2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The coaches work with classroom teachers on a daily basis to support the implementation of the instructional program. Teachers engage in teacher watches, inter-visitations, modeled lessons and professional development with feedback conferences to discuss instruction. Special attention to ELL strategies for at risk students will be shared and utilized in the classroom. Teachers will share activities, bring students artifacts and discuss best practices in the classroom. Coaching, filming, modeling, and viewing videos of effective teaching strategies for ELL and SWD will support teachers in providing effective lessons that will increase student achievement.

1. 3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parents will be notified in the following ways:

- Parent letters will be sent home by student backpack
- Parent town hall meeting will be scheduled for a presentation on the SINI and SES process
- Parents will be notified through the schools phone system

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

| | | | |
|--|-----------------------|----------------------|--------------------------|
| Cluster Leader/Network Leader Marge Struk | District 08 | Borough Bronx | School Number 138 |
| School Name P.S. 138 The Samuel Randal School | | | |

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

| | |
|---|--|
| Principal Lorraine Carroll–Dawkins | Assistant Principal Lillian Fleshnan–Whitaker |
| Coach E. Rivera | Coach B. Hargett |
| ESL Teacher J. Goldstein & A. Zodiatis | Guidance Counselor Ms. L. Guberman |
| Teacher/Subject Area Ms Perritano/4th Grade Teacher | Parent type here |
| Teacher/Subject Area Ms. Munro/3rd Grade Teacher | Parent Coordinator Ms. M. Jimenez |
| Related Service Provider Paulette Owens | Other type here |
| Network Leader Marge Struk | Other type here |

C. Teacher Qualifications [i](#)

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

| | | | | | |
|----------------------------------|----------|--|----------|---|----------|
| Number of certified ESL teachers | 2 | Number of certified bilingual teachers | 0 | Number of certified NLA/foreign language teachers | 0 |
| Number of content area | 0 | Number of special | 0 | Number of teachers of ELLs | 0 |

| | | | | | |
|--|---|--|---|-------------------------------------|--|
| teachers with bilingual extensions | | education teachers with bilingual extensions | | without ESL/bilingual certification | |
| 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 | 960 | Total Number of ELLs | 69 | ELLs as share of total student population (%) | 7.19% |
|------------------------------------|-----|----------------------|----|---|-------|

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

1. There are several steps followed to identify students as English Language Learners (ELLs) at P.S. 138. First, the Home Language Survey is administered by Ms. Goldstein or Ms. Zodiatis, licensed ESL teachers, or another licensed pedagogue. Then an informal oral interview in English and in the native language is administered. A translator is available. Next, one of the licensed ESL teachers interprets the surveys to determine the student's eligibility for LAB-R testing. ELL teachers conduct informal interviews of students when necessary. The licensed ESL teachers then administer the LAB-R test to eligible students and hand score them to determine the student's eligibility for ESL services. If a student is eligible for ESL services, then a Spanish LAB is administered by a bilingual teacher, Ms. Garcia. This is all done within 10 days of a student's admittance.

Annual evaluations for English Language Learners in grades 3-5 include an ELL Interim Assessment. The NYSESLAT is given to all ELL students in the spring. Before the NYSESLAT, a testing schedule is created by the testing coordinator, Ms. Davis, and the ELL teachers, Ms. Goldstein and Ms. Zodiatis. Next, test conditions, such as walls being covered, go into effect. In addition, testing modifications for students with IEPs are also adhered to during the exam. Lastly, the ELL teachers, Ms. Goldstein, Ms. Zodiatis and Ms. Davis administer the test. ELL teachers use the RLAT and RNMR ATS reports to determine eligibility.

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

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

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

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

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

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

The parent Selection forms have been reviewed for trends in program selection. The following trends have been recorded. In the 2011-12 school year 1 out of 8 parents chose Transitional Bilingual Education as his/her first choice, ESL was the 2nd choice. The Parent choose for the student to remain at PS 138 in a freestanding ESL program..

In 2011-12, the trend thus far in the parent selection surveys is as follows: 10 out of 13 parents chose

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

Dual Language as 1st choice

The trend for the future shows the continuation of a freestanding ESL program.

6. Parents of ELL students who did not choose Freestanding ESL as their first choice chose to have their children remain at PS 138. According to our findings regarding the survey trends, we do not have an adequate number of students to open a Transitional bilingual class.. ESL teachers provide a list of schools with Dual and Transitional Bilingual programs that we download from the DOE website.

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 <input checked="" type="checkbox"/> | No <input type="checkbox"/> | If yes, indicate language(s): |
| Dual language program | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | 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 | | | | | | | | | | | | | | |
|--|---|---|---|---|----|---|---|---|---|---|----|----|----|---------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | 0 | 8 | 8 | 4 | 16 | 4 | | | | | | | | 40 |
| Total | 0 | 8 | 8 | 4 | 16 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|----|
| All ELLs | 69 | Newcomers (ELLs receiving service 0-3 years) | 44 | Special Education | 18 |
| SIFE | 0 | ELLs receiving service 4-6 years | 25 | Long-Term (completed 6 years) | 0 |

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 44 | 0 | 10 | 25 | 0 | 7 | 0 | 0 | 0 | 69 |
| Total | 44 | 0 | 10 | 25 | 0 | 7 | 0 | 0 | 0 | 69 |

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|--------------|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|
| | EL L | EP |
| Spanish | 0 | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | 0 | | | | | | | | | 0 | 0 |
| Other | 0 | 0 | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ___

Asian: ___

Hispanic/Latino:

Native American: ___

White (Non-Hispanic/Latino): ___

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish | 6 | 9 | 5 | 11 | 20 | 15 | | | | | | | | 66 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | 2 | | | | | | | | 2 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | 1 | | | | | | | | | | | | | 1 |
| TOTAL | 7 | 9 | 5 | 11 | 20 | 17 | 0 | 69 |

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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

A. Programming and Scheduling Information

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?

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

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

The two ESL teachers divide the grades as follows: Ms. Goldstein teaches grades K through 3 and Ms. Zodiatis teaches grades 4 and 5. Each teacher teaches all proficiency levels in her designated grades. All beginning and intermediate level students are given ESL services for 360 minutes per week, and advanced students are given 180 minutes of ESL services per week.

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

2. Two licensed ESL teachers, Ms. Goldstein and Ms. Zodiatis, ensure that students receive their mandated number of instructional hours as per CR Part 154: beginning and intermediate level students are given ESL services for 360 minutes per week, and advanced students are given 180 minutes of ESL services per week. One teacher, Ms. Goldstein, works with students in grades K through 3 and the other, Ms. Zodiatis, teaches grades 4 and 5. Classroom teachers deliver the mandated 180 minutes per week of ELA instruction. Some students are pulled out with 2 groups in order to receive their mandated hours. Students are provided with ESL services in a combination of a push-in and pull-out model.

A. Programming and Scheduling Information

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

4. When a student scores under the cut off score on the English Lab-R , he or she is administered the Spanish Lab test. When the results become available on ATS, the ELL teachers consult the scores to determine the students' native language literacy skills.

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

5b. The plan for ELLS with 0-3 years includes using Rigby's "On Our Way to English," developing oral language and vocabulary skills, teaching reading skills and strategies and preparing students for state exams. Mini- lessons are implemented to teach the reading skills and strategies. Lessons are used from "On Our Way to English," and are developed from materials from educational websites. Other reading materials and questions from test preparation books are utilized. Pacing calendars/curriculum maps and common core state standards are consulted when planning lessons. Choral reading and echo reading strategies are implemented. Educational games teaching and practicing skills such as: beginning sounds, antonyms and colors, fruits and vegetables are supplemental materials. Extension activities include responding to literature and writing about the different topics. Guided reading that is part of the On Our Way to English program is used. It includes reading strategies, grammar, and phonics instruction. In the push-in model, the ESL teacher scaffolds classroom lessons and collaborates with the classroom teacher to implement second language teaching strategies to enhance learning.

A. Programming and Scheduling Information

5c. The plan for ELLS with 4–6 years: All ELL students with 4–6 years service scored either advanced or proficient in speaking and listening. Most ELLs in this sub-group scored intermediate or advanced on the reading and writing section. Therefore, the focus in this group will be on reading and writing skills. Instruction will focus on shared reading and writing including writing instruction and practice using the NYSESLAT test prep materials. These use graphic organizers to practice the pre-writing step of the writing process. In addition, ELL teachers collaborate with classroom teachers to obtain an understanding of subjects being covered in the classroom. ELL teachers also use educational websites like Ed Helper and ABC Teach for additional instructional materials including reading and writing assignments.

5d. PS 138 currently does not have ESL students with more than 6 years of service. If there is ever a group of long-term ELLs, we will assess their needs and develop an educational plan based on the student's individual needs. These can include: guided reading groups, language development, use of graphic organizers, and explicit vocabulary instruction. Shared and independent reading and writing will also be taught. Instruction in the Reading Reform phonics program can be used when appropriate.

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

7. There are several ELL-SWD in a 12 to 1 class in fourth grade this year, so the ELL teacher pushes-in to that class to support the students in their class work. We also push-in and pull-out ELL-SWDs so that we may provide the mandated number of ESL instructional hours to entitled students. Students are also placed in CTT classes according to their IEPs and pulled out and grouped with general education peers. Some ELLs with IEPs are placed in general education classes and are seen by service providers, including ELL teachers, both in push-in and pull-out models.

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

| Native Language Usage/Support | Transitional Bilingual Education (TBE) |
|-------------------------------|--|
| 100% | |
| 75% | |
| 50% | |
| 25% | |
| | Dual Language |
| 100% | |
| 75% | |
| 50% | |
| 25% | |
| | Freestanding ESL |
| 100% | |
| 75% | |

Courses Taught in Languages Other than English

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?

8. Some of the targeted intervention programs for all ELL sub-groups in ELA and Math and other content area instruction are: the 50 minute extended day program and the Saturday program. We provide guided reading groups as well as phonics instruction and the Reading Reform Program. Reading and writing strategies are a focus, including the learning of site words, phonics, test prep and content area materials. English is the language of instruction. The Rigby "On Our Way to English," program with its oral language component and vocabulary development are also used particularly focusing on students with 0-3 years and lower grade students. ELL teachers work with ELLs when pushing-in during math, science and social studies and provide additional supports and scaffolds for ELL students. The ELL pull-out program focuses on content area instruction with scaffolding when students are pulled from content area instruction. In addition, we provide a Saturday program for ELLs.

9. The plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT is ELL accommodations on state exams.

ELL teachers monitor the progress of ELLs who have reached proficiency and offer academic assistance and guidance to the students and their classroom teachers.

10. English Language Learners attend the 50 minute extended day program and the Saturday programs. All communications are sent with native language translations, and bilingual interpreters are used when necessary. In addition, ELL students also participate in school performances with the general school population.

11. The Thursday Friday program was suspended because of budgetary reasons.

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

13. ELL services and resources correspond with ELLs ages and grade levels. Grade level materials are utilized in the Rigby "On Our Way to English" program. Other materials such as games and pictures are age and grade appropriate. ELL teachers use grade level pacing calendars and curriculum maps when planning and consult with classroom teachers. Teachers work on classroom lessons and materials using scaffolding techniques and vocabulary development. Pictures, realia, and TPR techniques are used. Common Core State Standards are utilized.

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.
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14. Bilingual students are paired with newcomers to offer native language support. Cognate and vocabulary picture word walls are used as well as bilingual dictionaries. Students are given books in their native language.

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.
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14. Bilingual students are paired with newcomers to offer native language support. Cognate and vocabulary picture word walls are used as well as bilingual dictionaries. Students are given books in their native language.

Translations are provided when necessary.

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

| | Beginning | Intermediate | Advanced |
|---|-----------|--------------|----------|
| 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 | | | |

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

| 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. | |
| <p>1. ESL teachers have attended professional development workshops. The schools addresses the needs of ELLs in the literacy and numeracy staff development workshops.</p> <p>2. ESL teachers work with classroom teachers to help students develop skills they will need in middle school such as: note taking techniques, listening skills, filling out graphic organizers and following multi-step directions. They provide direct instruction in content area vocabulary and materials and use data to analyze students’ strengths and weaknesses on standardized tests. Students visit local middle schools as well. Instruction is rigorous in preparation for the middle school grades. Item analysis is utilized in lesson planning in order to address student needs. The guidance counselor, Ms. Guberman, conducts workshops for parents about the middle school application process. Additionally, she visits fifth grade classes to discuss the application process for intermediate school.</p> <p>3. In order to ensure that the 7.5 hours of ELL training is met, PS 138 provides staff development for teachers and staff including assistant principals, common branch teachers, subject area teachers, paraprofessionals, guidance counselors, special education teachers and speech therapists . These workshops include: Balanced Literacy, Common Core State Standards for Literacy and Numeracy, Addressing the ELL Population, Text Comprehension, Academic Rigor, Centers, and ESL Strategies in Literacy. Professional development sessions are offered to all teachers throughout the academic year. The attendance sheets and agendas from these professional development sessions are kept on file in the main office.</p> | |

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

| Native Language Usage/Support | Transitional Bilingual Education (TBE) |
|---|--|
| parents? 100% | |
| 3. How do you evaluate the needs of the parents? 75% | |
| 4. How do your parental involvement activ... 50% | |
| 1. Parents of ELLs are involved in their children’s education in several ways. A breakfast and lunch are held for parents of ELLs in which parents are given... 25% | |
| | Dual Language |

E. Parental Involvement

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

1. Parents of ELLs are involved in their children's education in several ways. A breakfast and lunch are held for parents of ELLs in which parents are given an orientation and provided with information and materials to support them and their children. Parent orientations are given for parents of newly admitted ELLs and the orientation video is shown. They have the opportunity to speak with the teachers and ask questions. Parent newsletters and phone messages through the school messenger program are sent out bilingually. Posters offering translation services are displayed at the main entrance. Additionally, translation services are available during parent-teacher conferences, the open-house, parent/teacher meetings and phone conferences. A bilingual parent workshop is conducted to explain the NYSESLAT. The parent coordinator distributes study guides and various materials for use at home in English and Spanish. Parents are informed of student progress. On Saturday, October 8, 2011, PS 138 had a "Great Expectations" ELA/Math Orientation for parents and Fall Ball for student. It was coordinated for grades 3,4, and 5 by Ms. Rivera and Ms. Hargett, literacy and math coaches. On Saturday, October 15, 2011, these coaches presented the same workshop for grades 2 and 3. On Saturday, October 22, 2011. The early childhood teachers, Ms. Swinton, Ms. Marcus. and Ms. Leopold, conducted a parent-child workshop for pre-K through first grades parents and children.

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

3. The needs of parents are evaluated through a parent assessment survey created by the ELL teachers and translated by the parent coordinator. Parent needs are also evaluated through dialogs with those who attend breakfasts and lunches that are held specifically for parents of ELLs. Materials On-going phone and face-to-face meetings are held with parents throughout the year to address student achievements, concerns, and recommondations .Meetings are held on parent-teacher days and evenings to discuss student progress. The school conducts Open School Night and Parent-Teacher conferences to communicate with parents and assess their needs. We provide translation services, translated letters, the bilingual school newsletter, bilingual educational materials and bilingual and native language books for parents to read to their children.

4. A bilingual workshop is held to discuss any issues and questions that parents have. Some issues may include concerns regarding homework, assessments, after school programs and student progress. Parents are invited to attend ESL field trips. There is a parent-teacher organization. The Parent Coordinator is bilingual and reaches out to and is available to ELL parent

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

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.
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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?

8. Some of the targeted intervention programs for all ELL sub-groups in ELA and Math and other content area instruction are: the 50 minute extended day program and the Saturday program. We provide guided reading groups as well as phonics instruction and the Reading Reform Program. Reading and writing strategies are a focus, including the learning of site words, phonics, test prep and content area materials. English is the language of instruction. The Rigby "On Our Way to English," program with its oral language component and vocabulary development are also used particularly focusing on students with 0-3 years and lower grade students. ELL teachers work with ELLs when pushing-in during math, science and social studies and provide additional supports and scaffolds for ELL students. The ELL pull-out program focuses on content area instruction with scaffolding when students are pulled from content area instruction. In addition, we provide a Saturday program for ELLs.

9. The plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT is ELL accommodations on state exams.

ELL teachers monitor the progress of ELLs who have reached proficiency and offer academic assistance and guidance to the students and their classroom teachers.

10. English Language Learners attend the 50 minute extended day program and the Saturday programs. All communications are sent with native language translations, and bilingual interpreters are used when necessary. In addition, ELL students also participate in school performances with the general school population.

11. The Thursday Friday program was suspended because of budgetary reasons.

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13. ELL services and resources correspond with ELLs ages and grade levels. Grade level materials are utilized in the Rigby "On Our Way to English" program. Other materials such as games and pictures are age and grade appropriate. ELL teachers use grade level pacing calendars and curriculum maps when planning and consult with classroom teachers. Teachers work on classroom lessons and materials using scaffolding techniques and vocabulary development. Pictures, realia, and TPR techniques are used. Common Core State Standards are utilized.

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B. Programming and Scheduling Information--Continued

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14. Bilingual students are paired with newcomers to offer native language support. Cognate and vocabulary picture word walls are used as well as bilingual dictionaries. Students are given books in their native language.

Translations are provided when necessary.

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.

1. ESL teachers have attended professional development workshops. The schools addresses the needs of ELLs in the literacy and numeracy staff development workshops.

2. ESL teachers work with classroom teachers to help students develop skills they will need in middle school such as: note taking techniques, listening skills, filling out graphic organizers and following multi-step directions. They provide direct instruction in content area vocabulary and materials and use data to analyze students' strengths and weaknesses on standardized tests. Students visit local middle schools as well. Instruction is rigorous in preparation for the middle school grades. Item analysis is utilized in lesson planning in order to address student needs. The guidance counselor, Ms. Guberman, conducts workshops for parents about the middle school application process. Additionally, she visits fifth grade classes to discuss the application process for intermediate school.

3. In order to ensure that the 7.5 hours of ELL training is met, PS 138 provides staff development for teachers and staff including assistant principals, common branch teachers, subject area teachers, paraprofessionals, guidance counselors, special education teachers and speech therapists . These workshops include: Balanced Literacy, Common Core State Standards for Literacy and Numeracy, Addressing the ELL Population, Text Comprehension, Academic Rigor, Centers, and ESL Strategies in Literacy. Professional development sessions are offered to all teachers throughout the academic year. The attendance sheets and agendas from these professional development sessions are kept on file in the main office.

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

2. Across grade levels, many students scored intermediate, advanced or proficient, on the listening/speaking portion of the NYSESLAT. Listening and speaking are natural language skills used in every day communication . Therefore, students naturally practice those skills. More students scored on the beginning or intermediate levels

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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parents of ELLs are involved in their children's education in several ways. A breakfast and lunch are held for parents of ELLs in which parents are given an orientation and provided with information and materials to support them and their children. Parent orientations are given for parents of newly admitted ELLs and the orientation video is shown. They have the opportunity to speak with the teachers and ask questions. Parent newsletters and phone messages through the school messenger program are sent out bilingually. Posters offering translation services are displayed at the main entrance. Additionally, translation services are available during parent-teacher conferences, the open-house, parent/teacher meetings and phone conferences. A bilingual parent workshop is conducted to explain the NYSESLAT. The parent coordinator distributes study guides and various materials for use at home in English and Spanish. Parents are informed of student progress. On Saturday, October 8, 2011, PS 138 had a "Great Expectations" ELA/Math Orientation for parents and Fall Ball for student. It was coordinated for grades 3,4, and 5 by Ms. Rivera and Ms. Hargett, literacy and math coaches. On Saturday, October 15, 2011, these coaches presented the same workshop for grades 2 and 3. On Saturday, October 22, 2011. The early childhood teachers, Ms. Swinton, Ms. Marcus, and Ms. Leopold, conducted a parent-child workshop for pre-K through first

E. Parental Involvement

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

1. Parents of ELLs are involved in their children's education in several ways. A breakfast and lunch are held for parents of ELLs in which parents are given an orientation and provided with information and materials to support them and their children. Parent orientations are given for parents of newly admitted ELLs and the orientation video is shown. They have the opportunity to speak with the teachers and ask questions. Parent newsletters and phone messages through the school messenger program are sent out bilingually. Posters offering translation services are displayed at the main entrance. Additionally, translation services are available during parent-teacher conferences, the open-house, parent/teacher meetings and phone conferences. A bilingual parent workshop is conducted to explain the NYSESLAT. The parent coordinator distributes study guides and various materials for use at home in English and Spanish. Parents are informed of student progress. On Saturday, October 8, 2011, PS 138 had a "Great Expectations" ELA/Math Orientation for parents and Fall Ball for student. It was coordinated for grades 3,4, and 5 by Ms. Rivera and Ms. Hargett, literacy and math coaches. On Saturday, October 15, 2011, these coaches presented the same workshop for grades 2 and 3. On Saturday, October 22, 2011. The early childhood teachers, Ms. Swinton, Ms. Marcus. and Ms. Leopold, conducted a parent-child workshop for pre-K through first grades parents and children.

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

3. The needs of parents are evaluated through a parent assessment survey created by the ELL teachers and translated by the parent coordinator. Parent needs are also evaluated through dialogs with those who attend breakfasts and lunches that are held specifically for parents of ELLs. Materials On-going phone and face-to-face meetings are held with parents throughout the year to address student achievements, concerns, and recommondations .Meetings are held on parent-teacher days and evenings to discuss student progress. The school conducts Open School Night and Parent-Teacher conferences to communicate with parents and assess their needs. We provide translation services, translated letters, the bilingual school newsletter, bilingual educational materials and bilingual and native language books for parents to read to their children.

4. A bilingual workshop is held to discuss any issues and questions that parents have. Some issues may include concerns regarding homework, assessments, after school programs and student progress. Parents are invited to attend ESL field trips. There is a parent-teacher organization. The Parent Coordinator is bilingual and reaches out to and is available to ELL parent

Part V: Assessment Analysis

A. Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | 1 | 6 | 3 | 2 | 8 | 1 | | | | | | | | 21 |
| Intermediate(I) | 0 | 1 | 1 | 1 | 5 | 6 | | | | | | | | 14 |
| Advanced (A) | 6 | 2 | 2 | 5 | 7 | 12 | | | | | | | | 34 |
| Total | 7 | 9 | 6 | 8 | 20 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 69 |

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

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 10 | 3 | 1 | 0 | 14 |
| 4 | 3 | 7 | 2 | 1 | 13 |
| 5 | 9 | 5 | 1 | 0 | 15 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | 0 |

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| | | | | | | | | | |

| NYS Math | | | | | | | | | |
|---------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 7 | | 4 | | 3 | | 0 | | 14 |
| 4 | 0 | | 12 | | 2 | | 1 | | 15 |
| 5 | 8 | | 9 | | 3 | | 0 | | 20 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 1 | | 5 | | 7 | | 1 | | 14 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | | | | |
| Integrated Algebra | | | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|----------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

Native Language Tests

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

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

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

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

2. Across grade levels, many students scored intermediate, advanced or proficient, on the listening/speaking portion of the NYSESLAT. Listening and speaking are natural language skills used in every day communication. Therefore, students naturally practice those skills. More students scored on the beginning or intermediate levels

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.

N/A

Part VI: LAP Assurances

School Name: 138

School DBN: Bx08

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
| | Principal | | 1/1/01 |
| | Assistant Principal | | 1/1/01 |
| | Parent Coordinator | | 1/1/01 |
| | ESL Teacher | | 1/1/01 |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Guidance Counselor | | 1/1/01 |
| | 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: **08x138** School Name: **Samuel Randall**

Cluster: _____ Network: **551**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

| Part A: School Information | |
|---|--------------------------------|
| Name of School: Ps 138 | DBN: 08X138 |
| Cluster Leader: | Network Leader: Margeret Struk |
| This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input checked="" type="radio"/> Other: |
| Total # of ELLs to be served: 20 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 |
| Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 0 # of content area teachers: 1 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The ELL students have been identified as a subgroup that is in need of improvement based on the scores for the past two years in ELA State Exam. Students in grade 3, 4, and 5 will be served. The Saturday ELA, Math and Science At Risk Institute is on Saturdays from 8:30 to 1 from October to June. This program is designed to help ELL academic performance in preparation for the English Language Arts test, NYSESLAT, Science and State Math test. Scaffolding strategies such as modeling, bridging, schema building and the use of graphic organizers help the ELL students better utilize the test preparation materials test and meet NYS Standards and NYC Standards and Common Core standards. Different types of materials meet the varied learning modalities of our ELL Students. A highly qualified common branch teacher, who meets with the ELL teachers weekly to plan, delivers the instruction in English. Literacy, Math and Science strategy books developed by Options are utilized for the students in the program. A LEAP consultant will introduces diverse literacy genres and teaches students in grades 3 through 8 how to make inferences, analyze plot, character, and mood. Additionally Art and ELL strategies are used to extend the meaning of a story and predict outcomes. Students will demonstrate their understanding by creating cartoons, dramatic performances, video docudramas and books based on their interpretation of the original literacy works. This program will be during the school day to support the ELA program by reinforcing lesson taught about character, plot, mood and inference.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

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

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

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

Part C: Professional Development

teachers.

?????

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: There is a need for ESL parents to become more involved. Monthly meetings will be setup to help parents with their child's education.

ELA Strategies

Math Strategies

Science Strategies

Test Taking Skills

Literacy through Art

Math Through Art

These workshops will be provided by the Literacy coach who is bilingual certified teacher, ESL teacher and Math Coach. Newsletters and phone messenger will be utilized to inform the parents.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|-----------------|--|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | 5720 | Saturday Institute for ELA, Math and Science for students at risk. One teacher for 4 hours for 28 weeks at 50.06 dollars an hour. |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. | 3830 | Art Consultants- provide Reading Comprehension Through the Arts for ELL Students.(LEAP) 9 sessions for four classes at 395 per day and \$25 for supplies |
| Supplies and materials <ul style="list-style-type: none"> • Must be | 1050 | markers,pencils,notebooks, chart paper |

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|-----------------|---|
| supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed. | | |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | 600 | textbooks |
| TOTAL | | |