



Dennis M. Walcott, Chancellor



# 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: **P.S. 135 – THE SHELDON A. BROOKNER SCHOOL**

DBN (DISTRICT/ BOROUGH/ NUMBER): **18K135**

PRINCIPAL: **TREVLYN MCRAE** EMAIL: **TMCRAE2@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **MS. BEVERLY WILKINS**

## 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
Trevlyn McRae	*Principal or Designee	
Carlene Hewitt	*UFT Chapter Leader or Designee	
Alicia DeFreitas	*PA/PTA President or Designated Co-President	
Rosanne Loregio	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Kissy Alexander	Member/Parent	
Cheryl Allen	Member/Parent	
Michelle Best	Member/Teacher	
Rozene Cummings	Member/Parent	
Amada Fortunal	Member/Parent	
Bonita Miller	Member/Parent	
Marcia Ross	Member/Teacher	
Jacqueline Sylvan	Member/Teacher	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

By June 2013, Grade 3-5 students including students in subgroups-ELLs and SWDs-will demonstrate progress towards achieving state standards as measured by a 3% increase (from 45% to 48%) scoring at Levels 3 & 4 on the NYS ELA Test.

### **Comprehensive needs assessment**

*Based on a two-year trend analysis of students' performance data on the NYS Tests, it was determined that students in Grades 3-5 did not show an increase in performance on the English Language Arts Test. Therefore, we have made this goal a priority.*

### **Instructional strategies/activities**

#### **STRATEGIES:**

- ❖ *Students will be assessed quarterly (October, December, March and June) through Fountas and Pinnell running records in order to determine flexible grouping and differentiated instruction in moving students to the next reading level.*
- ❖ *Utilize school level benchmarks to create rigorous instruction and to provide different entry points to address the needs of individual students have been implemented for all of our grades.*
- ❖ *Students will be involved in daily book discussions to enable critical thinking. Teachers and students will utilize the reciprocal teaching strategies and accountable talk stems during daily instruction to encourage divergent thinking.*
- ❖ *Reading logs will be submitted by the students monthly to ensure that our students are reading daily; they are reading a variety of genres and they are building stamina.*
- ❖ *Data will be analyzed to determine the students who will receive Response to Intervention(RTI)/Academic Services or ELL services as needed.*
  - *Academic Intervention Service staff provides additional instruction for at risk students during the school day.*
- ❖ *Students will generate goals based on their needs and ongoing assessments and checklists. Students will discuss strategies to employ to attain the goals.*
- ❖ *Revising tasks, Units of Study (incorporating UDL), and ELA curriculum to align with Common Core Learning Standards.*
- ❖ *Professional Development for the staff on Interim Assessments. The topics will include: monitoring and revising curriculum; reciprocal teaching; use of rubrics incorporating Common Core standards language to provide specific feedback to students regarding their work; literacy strategies; use of student data to plan and set goals; further development of inquiry as teams of teachers use data to inform differentiated lesson plans and flexible grouping.*
- ❖ *Provide professional development to support teachers who are working with students with disabilities population to utilize IEPs to drive instruction.*
- ❖ *Implement ACHIEVE 3000 program with fidelity.*

**STAFF**

- ❖ *Principal, Assistant Principal for ELLs and SWDs, Staff Developers (internal and external) and Data Specialist*
- ❖ *Teachers servicing SWDs and ELLs and Grade 3-5 teachers*

**Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:**

- ❖ *Teachers will meet as a grade weekly and monthly to discuss and analyze data and identify areas of focus.*
- ❖ *Creation of a Data Wall - accessible to all staff members. The school wide data wall displays the percentage of students in Grades 3-5 who meet or exceed the Fountas and Pinnell reading benchmarks. This will include the use of cross curriculum data made accessible in the room, focusing on ELLs/SWDs and at risk students. The following activities will be carried out in the data room: monitoring student progress, setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes for Level 1 through 4 students.*
- ❖ *Monitor the students' progress on ITA and performance task.*
- ❖ *School Level Teams analyze Benchmark results (Assessment Dates: September 2012, January 2013, March 2013 and June 2012)*

**TIMELINE:** *September 2012 through May 2013*

**Strategies to increase parental involvement**

*At P.S. 135 we will increase parent involvement by:*

- ❖ *Monthly Newsletter distributed to staff, parents and students.*
- ❖ *School Website & parent Website – Email parents regarding strategies to support their children academically and socially.*
- ❖ *Training and professional development for parents (Testing Preparation, Grade specific meetings/workshops)*
- ❖ *Progress Reports with suggested instructional strategies are sent home 3 times per year.*
- ❖ *School Literacy Events (Books and Beyond Assemblies, Poem in the Pocket, Brooklyn Public Library Mobile Unit, Pajama Read Aloud with parents, teachers and students)*
- ❖ *Access to materials and resources are made available for parents in school and at home to support their child's learning and monitor student progress.*
- ❖ *Parent Coordinator- The school will continue to implement the position of a full time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns.*
- ❖ *Parent Resource Library*
- ❖ *Data Wall (bulletin boards by school and grade to show student progress)*

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy     X   Title I     X   Title IIA   \_\_\_\_\_ Title III   \_\_\_\_\_ Grants   \_\_\_\_\_ Other

If other is selected describe here:

- ❖ *Principal, Assistant Principals, AIS providers, Literacy Coach, Data Specialist, Classroom Teachers*
- ❖ *Title 1, Title 1 ARRA SWP*
- ❖ *Early Grade State Funding, Early Grade Federal Program*
- ❖ *ARRA RTTT Data Specialist*
- ❖ *TL Translation Services*
- ❖ *Title 1 Translation SWP*
- ❖ *Title I SWP*
- ❖ *TL Parent Coordinator*
- ❖ *TL Parent Coordinator OTPS*
- ❖ *TL Children First Network Support*

**Service and program coordination**

- ❖ *Students in Temporary Housing are indentified and offered intervention programs, school supplies, uniforms, at risk counseling, transportation and Robin Hood library hours.*
- ❖ *The two guidance counselors, social worker and psychologist are available for mandated and at-risk counseling services which will help students manage/address their emotional need, thereby fulfilling their academic needs.*
- ❖ *ELA and ELL teachers will design training modules and host periodic ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant language spoken by parents in the school.*
- ❖ *An AIS/IEP teacher provides Response to Intervention (RTI) services during the day to students in all grades and students who are at risk of not making adequate yearly gains program and to improve the performance of SWDs and ELLs.*
- ❖ *Response to Intervention (RTI)/Academic Intervention Services (AIS) personnel provide additional instruction for at-risk students. City and state exams, Acuity reports, teachers to differentiate and drive instruction use unit reviews, projects, computer assignments and all other assessments.*
- ❖ *Use assessment data, which is evaluated by item skills analysis to provide specific Targeted Instructional Assignments (TIAs) in areas of deficiency or concern, using small group instruction and computer assisted/generated assignments.*

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

By June 2013, 75% of all students in Grades Pre-Kindergarten- Grade 5 including students in subgroups-ELLs and SWDs- will improve their ability to reason abstractly and quantitatively as per the Common Core Learning Standards (CCLS) for mathematical practices as measured by obtaining a level 3 or higher on the performance task for each grade.

### **Comprehensive needs assessment**

*After conducting the enVision Mathematics beginning of the year assessment, it was determined that student groups needed to improve their ability to reason and think abstractly, thereby applying the mathematics they know to solve problems and apply it to real world situations.*

### **Instructional strategies/activities**

#### **STRATEGIES**

- ❖ *Use the enVision Program (K-5) and Everyday Mathematics Program (PreK) to provide instruction in basic math facts, problem solving and use of calculators and manipulatives. These programs are aligned with the National Council of Teachers of Mathematics (NCTM) Curriculum and Evaluation Standards, the New York City Performance Standards, Common Core Learning Standards.*
- ❖ *The principles of learning will be incorporated into all aspects of the Everyday Mathematics and the Envision curriculum through Accountable talk, fair and credible evaluations, clear expectations and academic rigor.*
- ❖ *Use data to differentiate instruction within the Mathematics curriculum based on the assessments item skills analysis.*
- ❖ *Conduct drills (snap math) to support learning of math facts.*
- ❖ *Math workshops and professional development*
- ❖ *Celebrate the 100<sup>th</sup> day of school - Pre-K - Grade 1.*
- ❖ *Grades 2 – 5 Access Pearsonsuccesnet.com or VmathLive to practice math skills and play math games.*
- ❖ *Present awards for academic achievement in mathematics – Grade 5.*
- ❖ *Math Bee or game show competition*
- ❖ *Math-A-Thon - Grades 2 - 5*
- ❖ *Envision & Everyday Mathematics Games*
- ❖ *Create take-home instructional packets for students in mathematics to complete in December, February, and April based on Acuity.*
- ❖ *Identify & support students for intervention through the funded mathematics program, teacher recommendations and test scores.*
- ❖ *Extended Day (AIS) will provide small group instruction in mathematics for 2 hours & 20 minutes per week.*
- ❖ *Use overhead projectors, Smartboards and manipulatives as motivational and instructional tools during mathematics lessons.*
- ❖ *Evaluate data from two math tasks for each grade to determine instructional implications.*
- ❖ *Implementation of estimation station*
- ❖ *Use technology component for Envisions, Grade K – 5.*

**STAFF**

- ❖ *Provide supplemental services by a Special Education Teacher Support Service provider and Response to Intervention/Academic Intervention Service provider, Grade 3-5 teachers*
- ❖ *Principal, Assistant Principal for ELLs and SWDs, Math Coach/Staff Developer (internal and external) and Data Specialist*

**Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:**

- ❖ *Teachers will meet as a grade weekly and monthly to discuss and analyze data, identifying areas of focus. They will discuss strategies, techniques and tools needed to provide instructional support to encourage the students to think abstractly and quantitatively: the topics will include: using mathematical language/vocabulary; an opportunity for students to explain their thinking; use of student data to plan and set goals; further development of inquiry as teams of teachers use data to inform differentiated lesson plans and flexible grouping.*
- ❖ *Provide opportunities for teachers to meet, discuss and implement strategies for problem solving.*
- ❖ *Provide opportunities for teachers to meet and collaborate as a grade, analyzing the curriculum and best teaching practices, including two mathematics CCLS aligned mathematics tasks.*
- ❖ *Benchmark Assessment Dates: September 2012, December 2012, March 2013 and June 2013*

**TIMELINE:** *September 2012 through May 2013*

**Strategies to increase parental involvement**

- ❖ *The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides (e.g. online Envision resource, VmathLive Grade K-5, Cool Math games).*
- ❖ *Parent Coordinator and other staff (e.g. teachers) will attend regularly scheduled parent meetings (PA or PTA) to share information and respond to parent questions and inquires.*
- ❖ *The school will host a math game night once a year to allow parents to become familiar with helpful, fun activities in math.*
- ❖ *Parents will have individual access to Vmath Live and student Vmath Live progress reports.*
- ❖ *Ability to access school website to provide math information and math links.*
- ❖ *Provide mathematics strategies to parents through workshops, PTA meetings and parent letters.*
- ❖ *Distribute bimonthly parent school newsletter with tips for parents to support their children.*
- ❖ *Notifying parents of their children's progress and explaining State benchmarks.*

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy     X   Title I     X   Title IIA   \_\_\_\_\_ Title III   \_\_\_\_\_ Grants   \_\_\_\_\_ Other

If other is selected describe here:

**Budget and resources alignment**

- ❖ *Principal, Assistant Principals, AIS providers, Literacy Coach, Data Specialist, Classroom Teachers*
- ❖ *Title 1, Title 1 ARRA SWP*
- ❖ *Early Grade State Funding, Early Grade Federal Program*
- ❖ *ARRA RTTT Data Specialist*
- ❖ *TL Translation Services*
- ❖ *Title 1 Translation SWP*
- ❖ *TL NYSTL Software*
- ❖ *TL Fair Student Funding*
- ❖ *Contract for Excellence FY 09*
- ❖ *Title I SWP*
- ❖ *TL Parent Coordinator*
- ❖ *TL Parent Coordinator OTPS*
- ❖ *TL Children First Network Support*
- ❖ *Per Session for teachers to plan Units of Study surround developing activities which will promote a culture where students will reason abstractly and quantitatively.*

**Service and program coordination**

- ❖ *AIS/IEP teachers provide at-risk intervention services during the day to students in all grades and students who are at risk of not making adequate yearly gains and to improve the performance of SWDs and ELLs.*
- ❖ *Academic Intervention Service (AIS) personnel provide additional instruction for at-risk students –*
  - *Acuity reports*
  - *teachers to differentiate and drive instruction*

- *use unit reviews*
- *projects*
- *V-Math Live*
- *computer assignments and all other assessments.*
- ❖ *Use periodic assessment data, which is evaluated by item skills analysis. Teachers will provide Specific Targeted Instruction (ITA) in areas of deficiency or concern, using small group instruction and computer assisted/generated assignments. These assignments can be found using Acuity or V-Math Live.*
- ❖ *Students identified for temporary housing will receive at-risk counseling, AIS services, school supplies, uniforms and other needed items.*

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

By June 2013, 50% (95) of the male students in Grades 3-5 (190 males) will meet or exceed the proficiency level 3 on the New York State English Language Arts Test.

#### **Comprehensive needs assessment**

*Based on the two year Assessment Report 2010-2012, the males are continuously underperforming the female population in the school. In 2010-2011, the females outperformed the males by 8% where the males met or exceeded proficiency level 3 by 41%; in 2011-2012, the females outperformed the males by 5% where the males met or exceeded proficiency level 3 by 43%.*

#### **Instructional strategies/activities**

##### **STRATEGIES**

- ❖ *Group students according to F&P levels and reading comprehension skills.*
  - *Differentiated instruction based on needs and interests.*
- ❖ *ELL/SWD will receive additional support such as AIS via push in and pull out services.*
- ❖ *Grade level inquiry meetings designed to discuss student progress.*
- ❖ *Provide project-based assignments.*
- ❖ *Invite male motivational speakers to influence social, emotional and educational development.*
- ❖ *Conduct interest surveys and utilize the information to drive individualized instruction.*
- ❖ *Provide supplemental services such as AIS and TIA.*
- ❖ *Book discussion*
- ❖ *Teacher generated tests/quiz, projects, F&P assessments 3x year, ACUITY*
- ❖ *Read 180, Achieve 3000*
- ❖ *High interest texts –create high interest survey to determine high interest texts*

##### **STAFF**

- ❖ *Data specialist, literacy coach, classroom/cluster teachers, SETSS, speech and guidance counselor*
- ❖ *Teacher input during review of assessment/grade level inquiry. Meeting will drive instructional objectives. Strategies to be revised as needed. Progress discussed during common planning time and grade level meetings.*

**Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:**

- ❖ *Teachers will meet as a grade weekly and monthly to discuss and analyze data, based on gender. They will discuss strategies, techniques and tools needed to provide instructional support to encourage the students to think critically. The vertical planning team will meet biweekly to discuss ways to address the needs of the males across grades.*
- ❖ *Benchmark Assessment Dates: October 2012, December 2012, March 2013 and June 2013*

**TIMELINE:** Sept 2012-May 2013

**Strategies to increase parental involvement**

- ❖ *The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides (e.g. What Every Grader Should Know, Great Expectations, New York Kids Learn).*
- ❖ *Parent Coordinator will create and develop a series of school-wide workshops and events that will focus on increasing male literacy performance.*
- ❖ *Parent Coordinator and staff will attend regularly scheduled parent meetings (PTA) to share information and respond to parent questions and inquiries.*
- ❖ *The school will create and distribute a parent handbook that is translated in all dominant languages.*
- ❖ *Parents will be trained on how to use ARIS parent link to monitor student progress.*
- ❖ *Parents will monitor students' monthly reading tasks on Acuity. Reading tasks are generated based on students' needs and interests.*

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Budget and resources alignment**

- ❖ *Principal, Assistant Principals, AIS providers, Literacy Coach, Data Specialist, Classroom Teachers*
- ❖ *Title 1, Title 1 ARRA SWP*
- ❖ *Early Grade State Funding, Early Grade Federal Program*
- ❖ *ARRA RTTT Data Specialist*

- ❖ *TL Translation Services*
- ❖ *Title 1 Translation SWP*
- ❖ *Title III LEP*
- ❖ *TL NYSTL Software*
- ❖ *TL Fair Student Funding*
- ❖ *Title I SWP*
- ❖ *TL Parent Coordinator*
- ❖ *TL Parent Coordinator OTPS*
- ❖ *TL Children First Network Support*

**Service and program coordination**

- ❖ *Parent Coordinator serves as a liaison to the community*
- ❖ *PBIS (Positive Behavior Intervention Support) to address behavior (Response To Intervention)*
- ❖ *Professional instructional material to support curriculum development during the regular school day*
- ❖ *Consumable instructional materials for use during extended day programs*

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p><b><i>Acuity: Individually Targeted Assessments (ITA) - grades 3-5</i></b></p> <p><b><i>Fundations- kindergarten-2<sup>nd</sup> grade</i></b></p> <p><b><i>Read 180 - grades 3-5</i></b></p> <p><b><i>Treasures Literacy Program - K-2</i></b></p> <p><b><i>Achieve 3000 - grades 3-5</i></b></p> <p><b><i>RIGBY - Special Education Teacher Support Services students - grades 2 -5</i></b></p> <p><b><i>Reading for Comprehension Readiness - kindergarten and grade 1</i></b></p> <p><b><i>Targeted Reading Intervention (Response to intervention) - grades 2-5</i></b></p>	<b><i>group-pull out/push in program</i></b>	<p><b><i>During the school day</i></b></p> <p><b><i>Extended Day -Grades K-5 - small group after school ELA Instruction</i></b></p>
Mathematics	<p><b><i>Math, Acuity: Individually Targeted Assessments (ITA) - grades 3-5</i></b></p> <p><b><i>Envision Math Program - Grades K-5</i></b></p>	<b><i>small group-pull out/push in program</i></b>	<p><b><i>During the school day</i></b></p> <p><b><i>Extended Day -Grades K-5 - small group after school ELA Instruction</i></b></p>

	<p><b><i>VMATH Live – grades 2-5</i></b></p> <p><b><i>Mathematic Skills, Concepts and Problem Solving – kindergarten and grade1</i></b></p> <p><b><i>Targeted Mathematics Intervention – grades 2-5</i></b></p>		
Science	<p><b><i>Science, Harcourt Science – kindergarten – grade 5</i></b></p>	<p><b><i>small group differentiated instruction</i></b></p>	<p><b><i>During the school day</i></b></p>
Social Studies	<p><b><i>Social Studies instruction</i></b></p>	<p><b><i>small group</i></b></p>	<p><b><i>During the school day</i></b></p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p><b><i>Functional Behavioral Assessments and Behavior Intervention Plans are developed as needed</i></b></p> <p><b><i>During school day – small group and 1:1 sessions</i></b></p> <p><b><i>Asthma Class</i></b></p>	<p><b><i>small group and 1:1 sessions</i></b></p>	<p><b><i>During the school day</i></b></p>

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- ❖ *Throughout the course of the school year, teachers will participate in Short Frequent Observations linked to Danielson's Framework to improve teacher effectiveness through actionable feedback. Supervisors will be engaged in regular cycles of observation and feedback linked to three competencies: 1E – Designing Coherent Instruction, 3B – Questioning and Discussion, and 3D – Using Assessment in Instruction. In collaboration with the supervisors, the rubric will be utilized to see how the instructional practices of teachers are aligned to each competency. The data gleaned from the rubric will be used to strengthen instructional practices and to provide future differentiated professional development.*
- ❖ *Training and Professional Development for staff- At P.S. 135 the school provides professional development in the areas indicated by the needs assessment of the staff and students*
- ❖ *Professional development will take place on days as prescribed by the DOE guidelines and the Chancellor's designated Conference Days*
- ❖ *As per our SBO, the teachers will meet weekly for 50 minutes during extended day for inquiry and professional development*
- ❖ *Professional development in-house once a week, district wide & regional to support teachers and empower them to employ best teaching practices to enable all children to meet the Common Core Learning Standards*
- ❖ *Empowering teachers by allowing them to conduct workshops*
- ❖ *Conduct needs assessment survey and provide PD for teachers*
  - *The school provides professional development in the areas indicated by the academic needs of the students*
- ❖ *Mentors are assigned to support new teachers; Buddy Teachers, Grade Level Meetings, Staff will be supported by internal and external coaches (math and literacy coach, data specialist and literacy consultant)*
- ❖ *The personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines; New teacher orientation with administration*
- ❖ *Administrative staff attends hiring fairs to identify and recruit highly-qualified teachers*
- ❖ *Being clear and precise about school goals and expectations*
- ❖ *Presenting a school climate that is inviting; open-door policy with supervisors*
- ❖ *Provide in-house opportunity for promotions so as to motivate teachers to become qualified*
- ❖ *Provide support for teachers through mentoring system, buddy teachers, PD, and intra-visitation*
- ❖ *Willingness to listen to ideas and suggestions that would enhance students' performance*
- ❖ *Mentors are assigned to support struggling and un-qualified teachers*
- ❖ *Staff Developer and Data Specialist provide meetings relating to Targeted Individual Assignments (TIA)*
- ❖ *AUSSIE consultant will provide instructional support to targeted teachers and will conduct professional development for teachers*

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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## **SCHOOL PARENTAL INVOLVEMENT POLICY 2012-2013**

### **PART I: GENERAL EXPECTATIONS**

P.S. 135, The Sheldon A, Brookner School, agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with section 1118-Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will provide full opportunities for the participation of students with Limited English Proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under state law in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is used.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving students' academic learning and other school activities, including ensuring:
    - ❖ That parents play an integral role in assisting their child's learning;
    - ❖ That parents are encouraged to be actively involved in their child's education at school;
    - ❖ That parents are full partners in their child's education and included, as appropriate, in the decision-making and on advisory committees to assist in the education of their child; *and*

- ❖ The carrying out of other activities, such as those described in Section 1118- Parental Involvement of the ESEA.

## **PART II: DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. P.S. 135 will take the following actions to involve parents in the joint development of the District Parents Involvement Plan by:
  - Sharing parental concerns and suggestions with the District on an ongoing basis *and* according to the District Parental Involvement Plan
2. P.S. 135 will take the following actions to involve parents in the process of school review and improvement by:
  - Notifying parents of any change regarding the school's status
  - Including the School Leadership Team in the planning of the Comprehensive Educational Plan (CEP)
3. P.S. 135 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following programs, Universal Pre-K by:
  - Including parents of Universal Pre-K students in all parent involvement initiatives developed and implemented by the school, the district and the region.
4. P.S. 135 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies by:
  - Issuing a parental survey to evaluate parental involvement in the school. Parental survey will be developed by the parent coordinator who will implement results of the survey into parental involvement initiatives and into the school's parent involvement policy. The role parents will play in the evaluation is by responding to the survey and also addressing concerns to the parent coordinator.
5. P.S. 135 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, through the following activities specifically described below:
  - By providing assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
    - The State's academic content standards
    - The State's student academic achievement standards

- The State and local academic assessments including alternate assessments
  - The requirements of Title I, Part A
  - How to monitor their child's progress
  - How to work with educators
- By undertaking the actions described below:
    - Conducting parent workshops related to curriculum and instruction
    - Notifying parents of their children's progress and explaining State benchmarks
    - Developing guides for parents to understand the NYS Individual Student Report
    - Providing assistance on an ongoing basis to individual parents who address their concerns or question to the parent coordinator
- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literary training, and using technology, as appropriate, to foster parental involvement by:
    - Conducting parent workshops
    - Distribution of bimonthly parent school newsletter with tips for parents
- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in value and utility of contribution of parents, and in how to implement and coordinate parent programs and build ties between parents and the school by:
    - Providing information through workshops, PTA meetings and parent letters
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Superstart, Home Instruction Programs for Preschool Youngsters and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
    - Having an area in the building designated as the parent room facilitated by the parent coordinator.
- The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parent of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
    - Sending notices home with students or via email
    - Distributing additional notices to parents during arrival and/or dismissal
    - Posting notices on the parent bulletin board located inside the main lobby or outside the parent coordinator room 201.

## SCHOOL-PARENT COMPACT 2012-2013

The Sheldon Brookner Public School 135 and the parents of students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

### SCHOOL RESPONSIBILITIES

We, the **STAFF** of PS 135, will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Ensuring a safe and healthy environment
- Providing professional development to staff
- Working together with parents
- Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Conferences will be held on the following dates:
  - FALL-**     *Wednesday, November 14, 2012 – afternoon, 1:00-2:30pm*  
              *Wednesday, November 14, 2012 – evening, 5:30-8:00pm*
  - SPRING-** *Tuesday, March 12, 2013 – afternoon, 1:00-2:30pm*  
              *Tuesday, March 12, 2013 – evening, 5:30-8:00pm*
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - Student Progress Reports will be distributed in October, January and May
  - After each marking period a Report Card will be produced for each student
  - As needed, school personnel will contact parents by written letter or telephone call when specific concerns arise.
  - Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
    - During the school day by telephone or visiting the school
    - Meetings with teachers that are pre-arranged
  - The Parent Coordinator, located in Room 201 and contacted by cellular phone at (718) 693-4363 or by email, [pwilson22@schools.nyc.gov](mailto:pwilson22@schools.nyc.gov)
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
  - Classroom volunteers attend a Learning Leaders orientation, (contact the parent coordinator for more information)
  - Classroom observations can be arranged
- Provide a welcoming environment for students and parents
- Involve parents in the planning, review and improvement of school's parental involvement policy, in a organized, ongoing, and timely way
- Provide each parent with an individual student report about the performance of their child on the State assessment in at least English Language Arts and Mathematics

## **PARENT RESPONSIBILITIES**

We, as **PARENTS** will support our children in the following ways:

- Ensuring my child is in school by 8:20 AM each day and prepared for instruction
- Monitoring attendance
- Talking with my child each day about his/her school activities
- Scheduling daily homework time
- Providing an environment conducive for study
- Ensuring homework is completed correctly to the best of my ability
- Monitoring the amount of television and the types of shows my child watches
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Participating in school activities/functions on a regular basis, including attending PTA meetings and parent workshops
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate including completing a school lunch form
- Reading together with my child on a regular basis
- Ensuring my child has a library card
- Communicating positive values and character traits, such as respect, hard work and responsibility
- Helping my child accept consequences for negative behavior
- Being aware of and following the rules and regulations of the school, district and region
- Supporting the city and school's discipline policy
- Express high expectations and offer praise and encouragement for achievement
- Review Compact with my child and file copy of Compact in a secure place
- Adhering to school safety policies and procedures

## **STUDENT RESPONSIBILITIES**

We, as **STUDENTS**, will share the responsibility to improve our academic achievement and achieve State's high standards. Specifically, we will:

- Come to school ready to do my best and be the best
- Come to school with all the necessary tools of learning- pens, pencils, books, etc. and other supplies requested by the teacher
- Listen and follow directions given by the teacher and other school personnel
- Participate in class discussions and activities
- Be honest and respect the rights of others
- Follow rules of conduct in the classroom and the school
- Follow the schools dress code
- Ask for help when I do not understand something
- Do my homework every day and ask for help when I need to
- Study class lessons and prepare for tests
- Read at least 30 minutes every day outside of school time, individually and/or with my parents

- Get adequate sleep every night
- Use the school and public library to get information and to find books that I enjoy reading
- Give my parents/guardians all notices and information I receive at school

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Charles Amundsen</b>	District <b>18</b>	Borough <b>Brooklyn</b>	School Number <b>135</b>
School Name <b>Shelden A. Brookner</b>			

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

Principal <b>Trevlyn McRae</b>	Assistant Principal <b>Phuong Huynh</b>
Coach <b>Christina Dans, Math</b>	Coach <b>Audrey Atkinson, Literacy</b>
ESL Teacher <b>Gina Douglas</b>	Guidance Counselor <b>Lisa Sher</b>
Teacher/Subject Area <b>Peter Forgenie, Math</b>	Parent <b>Alicia De Freitas</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Pamela Wilson</b>
Related Service Provider <b>Dawn Mugno</b>	Other <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

Total number of students in school	<b>784</b>	Total Number of ELLs	<b>25</b>	ELLs as share of total student population (%)	<b>3.19%</b>
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## Part II: ELL Identification Process

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

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

#### ELL Identification Process

At P.S. 135 possible ELL's are identified by administering the home language identification survey (HLIS) which includes the informal oral interview in English and in their native language. Gina Douglas, certified ESL Teacher, will conduct the survey. Ms. Douglas will have the student read the story and provide simple math facts to solve on the new admit's grade level. The HLIS is given in the language of the parent.

The students are tested with the revised language Assessment Battery test (LAB-R) within 10 days of entry to P.S. 135. Gina Douglas, ESL Teacher, will hand score the test and the results will determine if the student is proficient in English or needs to attend the free standing pull out English as a Second Language (ESL) Program at P.S. 135 with the ESL Teacher. To evaluate the ELLs annually, the New York State English as a Second Language Achievement Test (NYSESLAT) was administered in the Spring 2011 and according to their results, ELLs will be placed in the ESL Program and the parents choice.

Once a student is identified, the parent must be notified and informed of ELL Programs in a language that they understand and given an opportunity to select a program for their child from one of the three educational programs for ELLs: The Dual Language Program, The Transitional Bilingual Education Program, or the ESL Program. Next, parents are invited to an ELLs orientation to watch a video in their native language regarding their options upon the three choices (Dual Language, Transitional Bilingual, or ESL). An informal oral interview is what we use to interview the student informally. The Spanish LAB should be administered by a pedagogue to any Spanish child who fails the LAB-R.

The parents complete the Parent Survey and Program Selection form and their child is placed in the requested program. After reviewing the Parent Survey and Program Selection Forms for the past few years the majority of the newly enrolled ELLs parents request the ESL Program. The parent with the two newly enrolled students selected the ESL Program at P.S. 135. ELLs participating in the Free Standing ESL Program must receive language arts and subject matter instruction in English through the use of specific ESL instructional strategies. It is expected that ELLs achieve proficiency in English within three years. The Parent Survey Forms are put in the students cumulative folder and the ESL Teacher keeps a copy on file.

The Parent Coordinator, Ms. Pamela Wilson, and the ESL Teacher Gina Douglas will give the entitlement letters to the new ELLs' parents and then the letters are returned to the ESL Teacher when completed by the parent. The letters are given in the native language of the parent.

The ELLs recieved the the NYSESLAT anually from the ESL teacher, Gina Douglas using the NYSESLAT eligibility roster(RLER) for students who are eligibile for the NYSESLAT. All four componets of the NYSESLAT are given within the testing window on four different days. The NYSESLAT is given by grade levels in small groups by the ESL teacher, Gina Douglas. Each of four componets are given seperatly within the testing period required by the state. In September, the results of the NYSESLAT is

reviewed to determine if the ELLs will receive ESL services or have become proficient.

After ELLs have been identified as an ELL from the LAB-R test, a parent meeting is convened to inform parents of the program choices. On the parent service and parent selection form, majority of the parents opt for the Free Standing ESL program. Parents who have chosen TBE/DL program are informed by the parent coordinator's (Pamela Wilson) help that the regional placement office will help them. Translations when needed are provided.

Entitlement letters are sent to the parents of ELLs who did not become proficient on the NYSESLAT in the language of the parent or English if requested. The entitlement letters are based on the NYSESLAT's scores of Spring 2011. This letter informs the parents that the ELLs will remain in the Free Standing ESL program or they may choose a TBE/DL program of choice. All returning students at P.S. 135 parents again chose the Free Standing ESL program. These letters are signed by the parents then returned to school and copied. One copy is placed in the student's cumulative record card and the other copy for the ESL teacher's record.

Placement letters are distributed to parents discussing all three programs. Continued letters are issued to all ELLs that did not meet proficiency on the NYSESLAT Spring 2011 exam to parents. Parents are asked to sign it and it is then placed in the cumulative record of the ELL when it is returned and kept on file with the ESL teacher.

## 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Push-In</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	25	Newcomers (ELLs)	19
Special Education	3		

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	5	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	19	5	1	6	0	2	0	0	0	25
Total	19	5	1	6	0	2	0	0	0	25

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

### C. Home Language Breakdown and ELL Programs

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## 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
Albanian														0
Other			1											1
<b>TOTAL</b>	<b>0</b>	<b>5</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>8</b>	<b>0</b>	<b>25</b>						

## 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 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?

The LAB-R scores guide the ESL Teacher to provide appropriate instructional placement to support the ELLs with English Language development. At P.S 135, a pull out program is used and the ELLs are grouped by grades. Grade 1 together, grade 2 and grade 3 together with grade 4. Grade 5 is together with 1 third grader. The ELLs receive the necessary ESL and ELA instructional units as required by Commissioner's Regulations Part 154. The English Proficiency as per score on the NYSESLAT or LAB-R (for new admits ): Beginners (B) ELLs must receive 360 minutes per week of ESL instruction. Intermediate (I) ELLs must receive 360 minutes. Advanced (A) ELLs must receive 180 minutes per week of ESL instruction and 180 minutes per week of ELA instruction. All ELLs must receive the required minutes of ESL instruction in "equal daily allotment" as per CR Part 154 Regulations. P.S 135 provide ESL services to our ELL's through a pullout program. The instruction and distribution of time is in accordance with Part 154. Our B (Beginning) and I (Intermediate) level students receives two units (360 minutes) of ESL per week. Our A (Advanced) level students receive one ESL unit (180 minutes) and one ELA unit per week.

The new admits who enter consistently throughout the year into grades k through 5 may come with little or no formal education from their native countries. All ELL students are held to the same high academic standards as the monolingual students at P.S. 135. All student s participate in a 120 minute literacy block, which incorporates the components of a balanced literacy program, including read aloud, shared reading, guided reading and the writing workshop. The uniform curriculum in literacy and mathematics is taught to all students and is organized around major concepts/themes that students are expected to learn while developing academic language using ESL strategies. The instructional materials used to support ELL students in all contact areas include Everyday Mathematics, NYS Coach

## A. Programming and Scheduling Information

Testing Book for grades 3 through 5, Elements of Daily Math for grades 2 through 5, test book which supplements Everyday Mathematics.

The instructional plan for SIFE is for these students to receive rigorous grade instruction in all content areas taught in English. These students will also attend the extended day program 3 times a week receiving literacy instruction and targeted mathematics intervention. The ELLs will also receive AIS which provides targeted instruction in listening, speaking, reading, and writing. They will use the program Read 180.

The instructional plan for new comers (less than 3 years) is to ensure that they meet the city and state standards. P.S.135 will utilize many different strategies and activities to ensure that ELL students learn their new language. Some strategies include cooperative learning, thematic units, modeling, scaffolding, graphic organizers and differentiated instruction. Materials used: Words Their Way for Phonemic Awareness, Just Right Reading for Comprehension Skills and books on tapes to build oral fluency.

The content area instruction materials used to support ELL's: Phonics Skills Reinforcement Activities published by Rosen Classroom Books and Materials- NY. Alpha Kids: The Alphabet Books, Sundance publishing. Best practices in Reading Levels A, B, C Options Publishing Inc. Just Right Reading Levels A, B, C, D, E Options Publishing, Language for Learning Levels C, D, E Building Content Area and Academic Vocabulary Options Publishing. Various multicultural big books and story books are provided for pleasure reading and information to demonstrate cross - cultural knowledge and understanding.

The instructional plan for ELLs receiving service 4 to 6 years are the Extended Day Program 3 days a week, AIS, and Grades 2-5 ELLs will participate in the TITLE III ELLs After School Program from 3:30 p.m. - 5:00 p.m. three days per week.

The instructional plan for long term ELLs (completed 6 years) will be extended day program three days a week, AIS, targeted instruction allowing the ELLs to receive targeted instruction in Math, ELA, and ESL. Referrals for long term ELLs, summer school and counseling are based on their individual needs and conflict resolution skills.

The instructional plan for ELLs identified as having special needs will receive group or individual counseling based on their individual needs or conflict resolution skills.

The targeted intervention programs for ELLs are the Wilson Program and Read 180 with the use of laptops. Several ELLs on the testing grade attend this program. There is a new after school program meeting 3 times a week just for ELLs to become proficient in English for 1 and a half hours. This program will develop fluency and proficiency.

ELL's will be provided with specific strategies to help develop their listening, speaking, reading and writing skills. Activities will be implemented to guide students in reading. Some activities include shared reading, guided reading, the use of language cards, books on tape, poetry, theme packs, access to picture and foreign language dictionaries, graphic organizers, and the use of puppets to re-enact various texts.

The ESL Teacher at P.S 135 incorporates the components of balanced literacy in small group instruction. In order to ensure continuity of learning the ESL Teacher and Classroom teachers articulate about the instructional needs of the ELL's in all areas. Example: balanced literacy, content areas of science, social studies and mathematics.

In the ESL Classroom the ELL's are grouped on proficiency levels. This type of grouping allows the opportunity to enhance differentiated instruction. ELL's with higher levels serve as models for beginner ELL's while they achieve higher levels of academic language.

Everyday Mathematics is P.S. 135's chosen curriculum for grades K through 5. Children engage in the learning of the math process by using manipulatives so that they may build a strong mathematical foundation. At P.S 135 we want all students including ELL's to become adept at problem solving to engage in critical thinking and as a result, demonstrate their ability to find solutions that work for them.

## A. Programming and Scheduling Information

The instructional materials including technology used at P.S 135 are the following: A technology program called Read 180 for grades 3 to 5. Using this program ELL's use laptops and this program helps prep them for the ELA State Test, enhanced reading skills and to become more proficient as test takers. Our technology program called Achieve 3000 for grades 3 through 5 allows the ELL's to use laptops and get test prep help for the ELA State Test. The AIS Teacher works with these ELL's.

Another program at P.S. 135 using technology that the ELL's used is the Rigby- Intervention by design. This is a differentiated program the ELL's are tested first and then the ESL teacher teaches them on their level. Some components are phonics, reading, vocabulary and comprehension. In this program there are also two levels K through 2 the primary kit and 3 to 5 the intermediate kit.

Native language support for the content area in the ESL program is supported by the acquisition of supplemental instructional materials aligned to the New York state performance standards and the New York state learning standards. Practices and approaches include, but are not limited to scaffolding to support student learning in the content area bridge techniques that connect new concepts to prior knowledge using multi-cultural literature and visual aids in content are instruction, and employing dramatic and oral presentations to enhance communication and understanding. The ESL classroom contains leveled and bilingual libraries. Students have access to bilingual glossaries and dictionaries in all the classrooms. Teachers and paraprofessionals are available to translate for the students in the different languages spoken at P.S. 135. Students are also offered but are not limited to the Translations Services Unit which provides certified translators to support ELL students in their native languages.

The instructional plan for SIFE is small group instruction and guided reading groups are used to differentiate instruction for SIFE ELLs. The plan for long term ELLs( completed six years) is small group instruction and guided reading groups are used. We will use the ELL Interim Assessment Test which drive small group instruction into the ESL classroom.

P.S. 135 ensures ELL-SWD receive all services mandated on their IEPs, by the number of different instructional strategies and grade level materials that are used with ELLs/SWDs. Instructions are given in smaller increments so that the ELL/SWD is able to keep up with the class. The Wilson reading program is used for reading intervention. When using Intervention by Design which is used at P.S.135 the student uses the ESL book that comes with the kit when working with guided reading activities. When working in math, the ELL-SWD is provided with appropriate manipulative from that topic. The ELL-SWD is provided with many chances to learn by visual methods. The ELL-SWD is mainstreamed during Academic Intervention Services(AIS) as well as certain preparatory periods i.e.(art,dance,computer,gym,music,library) and the lunch period.

The instructional plan for ELL's-SWDs is to provide them with sheltered instruction which includes, visual aids such as picture cards, picture, hands on materials, charts, graphics, puppets, big books, computer instructional programs, and books with tapes. Some materials used: Treasure Chest, Just Right Reading, Language Development Activity Books , with emphasis on (Poems, Songs, and Stories), Phonics for the Real World, Alpha Kids- The Alphabet Books, New comer Phonics.

### Courses Taught in Languages Other than English ⓘ

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

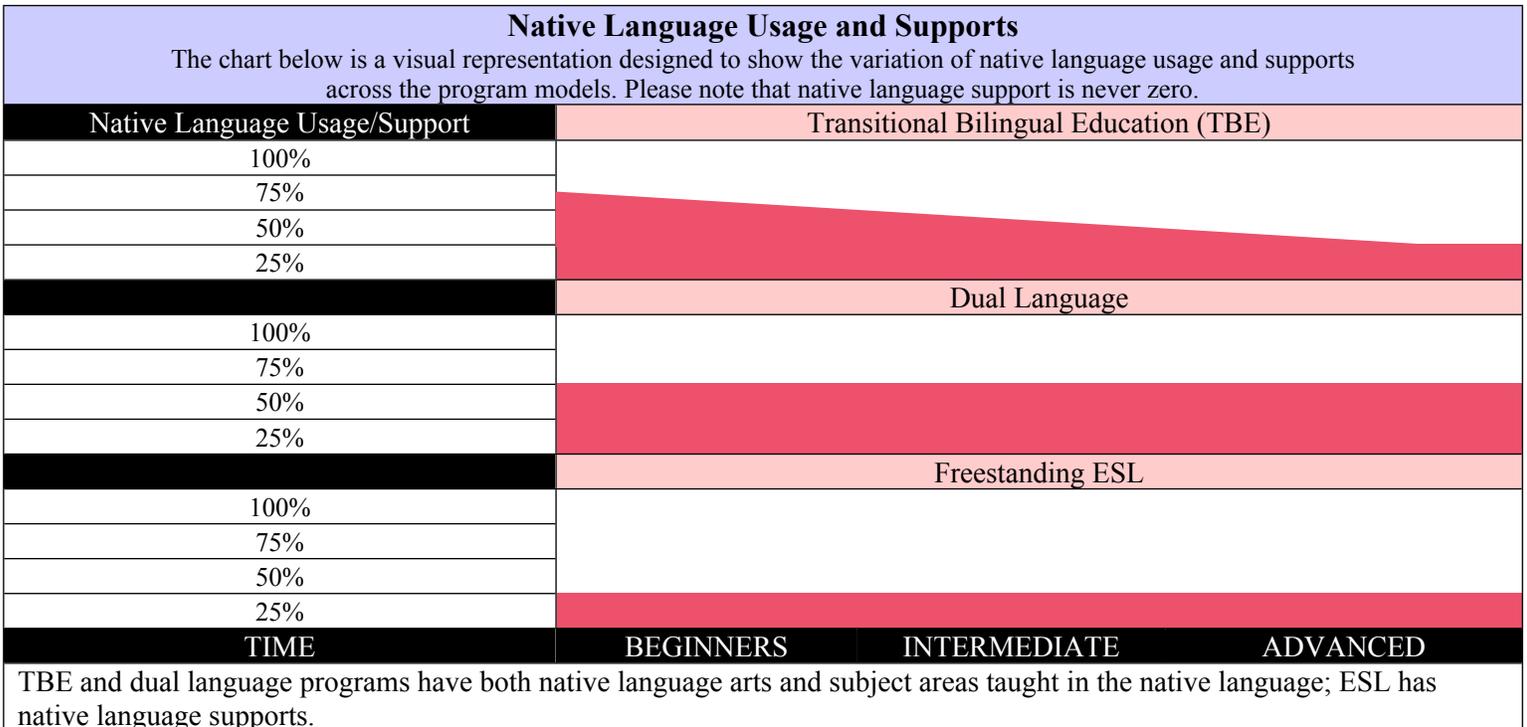
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



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

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



## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; 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?

We will use multicultural books such as "A Chair for My Mother" and "Dumpling Soup" for the content area of social studies to discuss different cultures. The plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT is to continue with AIS instruction and Extended Day 3 times a week. Continue with test prep using the NYSESLAT test preparation books. We will incorporate more technology such as Leap Pad for early intervention for phonics and word study. All ELLs are invited to participate in all programs like the monolingual population. The title III after school program is used, Extended Day 3 times a week and AIS during the day. Native language support is used in the ESL program by the staff that speak the language of the ELLs. All services are provided for ELLs on grade levels such as Guidance, Speech and SETTS. The ELLs are offered English as a second language, there are no other language programs in this school.

Native Language support is delivered at P.S. 135 through the use of the different Bilingual staff members.

At P.S 135, we call on the many staff members such as our social worker and family worker who speak fluent Haitian Creole to assist and help the ELL students adjust to their class and school environment. There are also teachers that speak fluent Spanish and Haitian Creole. Usually ELL students are placed in those classrooms when available. These teachers seek out and help the ELL students. There are also Paraprofessionals who assist in the classroom that help the ELL students. Dictionaries have been order in their native languages (Spanish, Haitian Creole, and Arabic) of the ELL's to be used in the ESL Program.

Glossaries in the Native Languages of the ELL's are given to the ELL's in the content areas of Math and Science. The ELL's use these glossaries during class time to become familiar with the terminology on the State Test.

The ESL Teacher and the Principal can also contact BTEC for support for material for the ELL's. The OELL (Office of English Language Learners) is also available to give the teachers of ELL's support to help the ELL's.

At P.S. 135 there are two guidance counselors that service the school at different grade levels.

There is a guidance counselor at our ECC (Early Childhood Center) for grades K through 1. The guidance counselor give the ELL's at the ECC emotional support from the time they arrive by introducing the new ELL to students in their new class. If there is another native language speaking student the guidance counselor makes sure the new ELL can be paired with them for support during the day. The guidance counselor also seeks help from any staff member for translations if needed to help the ELL's. The guidance counselor will also help the ELL's Parent with any important documentation such as medical needs and school needs.

At the main building of P.S. 135 the guidance counselor provides services for grades 2 through 5. The guidance counselor may have groups of individual sessions to listen to the needs of the ELL students. If the ELL student cannot speak any English the guidance counselor will let them draw (Art Therapy) to communicate. The guidance counselor will ask the classroom teacher to buddy up the new ELL with another student who speaks the native language of the ELL. The guidance counselor will reach out to the Parents to discuss any problems with the ELL's (Behavior, meeting school needs and testing). If needed, translation will be provided by the staff.

At P.S. 135 we assess the newly enrolled ELL students before the beginning of the new school year with the Principal giving the ELL's a school walk through of the school building. The tour basically involves showing the new ELL's the cafeteria, the gym, the restrooms for boys and girls, the Library, the Auditorium, and the line up areas for specific grades.

A school walk through is provided to familiarize both students and parents with the school procedures, settings and expectations.

We will continue to utilize all the programs (TITLE III After School program, Extended Day three times per week and AIS during the day) to support instruction for our ELLs and nothing will be discontinued. All ELLs are invited to participate in all programs like the monolingual population. Native language support is used in the ESL program by the staff that speak the language of the ELLs. All services are provided for ELLs on grade levels such as guidance, speech and SETTS.

Test accommodations for former ELLs will be modified time, separate location, glossaries, dictionaries, and support from the ESL teacher during the state exams(ELA, Math, Science).

The computer teacher implements desktop publishing with all ELLs. The ELLs have published many genres of writing through the use of computer word processing. Native language is used as a tool to support students as they learn their second language. Glossaries and Dictionaries are given to all ELLs.

Native language support is delivered by dual language resource books that are available in the library for students and teachers. They are staff members at P.S. 135 that speak Haitian Creole, Spanish, French the language of the ELL population. Not Applicable: TBE/DL programs.

There are no language electives offered at PS 135 to ELL's at this time. If there were any being offered it would be Spanish or French.

### C. Schools with Dual Language Programs

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

Not Applicable

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

### Professional Development and Support for School Staff

The professional development plans are designed to promote high levels of academic achievement while integrating second language instruction. Professional development workshops are conducted outside the school. The ESL teacher attends these meetings on a monthly basis.

The 7.5 hours of ESL mandated professional development will be fulfilled for all staff. The ESL Teacher will articulate how to bring the ELLs to fluency and proficiency in English through the use of a weekly articulation sheet and meetings. All classroom teachers receive a minimum of 7.5 of ELL training. There is a sign in sheet as a record of this training. Teachers will attend Departmental Professional Development Sessions on the following topics: small group instructions, guided reading groups for ELLs, NYSESLAT/Acuity data analysis.

The ELLs will obtain support such as meeting with the guidance counselor to discuss the different types of middle schools, program and activities available to them when they transition from P.S. 135 to the middle school. There will be meetings with parents about the middle schools. ELLs will take a walk through to the middle schools to become familiar with school procedures, settings and expectations.

The guidance counselor has meetings with the 5<sup>th</sup> grade ELLs to discuss their future in middle school thru career choices. A career day is held where actual workers (lawyers, dentists, accountants, etc.) share and discuss their occupation. ELLs are asked to discuss the occupation and articulate by asking questions.

As part of our ongoing professional development, the ESL teacher will meet regularly and communicate with classroom teachers, subject area teachers, paraprofessionals and special education teacher on how to integrate instructional strategies to address the needs of ELL's. The ESL teacher will specifically discuss the newcomers, long term ELL's, Special Education ELL's and ELL's who have reached proficiency.

Teachers and the ESL teacher will have targeted instruction for ELL's SIFE, and long term ELL's by providing small group targeted instruction via title I programs for ELA, Math and ESL. The AIS teacher will provide targeted instruction in listening, reading, speaking and writing.

Guidance counselors will provide ELL's, SIFE and long term ELL's group counseling or individual counseling based on their individual needs or conflict resolution skills.

The secretaries at P.S. 135 make sure the parents of the ELL's receives the correct HLIS (Home Language Identification Survey Form) in their appropriate language. The secretary notifies the ESL teacher of a possible new ELL, and the secretary gives the parents all of the necessary information ( sometimes through an interpreter) about the school procedures, meetings, uniforms, bus information, arrival and dismissal time, lunch schedules for the ELL's.

Support staff members, assistant principals, paraprofessionals, psychologists, speech therapists, parent coordinators, participate in monthly professional development conducted by CFN Jema Ferguson and on the school level.

The Parent Coordinator and the ESL teacher help the parents of the ELL's with the Orientation meeting and different workshops for parents. The Parent Coordinator will provide all activities for all parents including ELL parents.

## 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?

At P.S. 135 we increase parental participation in various school activities and make parents partners in the educational process.

Parents are involved on various committee including Parent Teacher Association, School Leadership Team and the Parent Advisory Council. Parents are encouraged to participate in school activities, assemblies and field trips. All parent correspondence including letter, flyers and other communications are translated into a variety of languages spoken by our multilingual families. Translators are available for languages such as Arabic.

All parents of ELLs are invited to participate in Curriculum Night during the month of September. At this time, ELL parents are informed about school expectations, assessments, city/state standards and the ESL Program.

At P.S. 135, there are many ways that involves the parent community including the parents of ELL's. The Parent Coordinator will have a workshop called ARIS Parent Link for parents to go online and gain access to see their child's grades and monitor attendance of their child. They can have access and interpret Acuity information.

There is a Title I/ Academic Intervention service program designed to improve the child's academic achievement. At this meeting the parents will be made aware of the services their child is receiving. The parents will meet several of the faculty who will discuss and answer the questions regarding the programs. In attendance will be SETSS Teacher, Math Coach, Literacy Coach, AIS Teacher, Guidance Counselor, Math Staff Developer, Parent Coordinator and the ESL Teacher.

There is also a workshop for parents on the testing grades (3rd, 4th, and 5th) to discuss the upcoming ELA and Math State Test.

There is a Pajama Read Aloud Night where the students come in their pajamas and are read to by some of the staff members.

There is also Movie Night/ Family Night where families gather to meet other families to discuss school matters.

Parent of children identified as an ELL are invited to all of these workshops.

We meet the needs of parents who need translation through the use of in-house staff who speak the same language of ELL's or by the Translation/ Interpretation Unit Services.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	5	2	4	6	8	0	0	0	0	0	0	0	25

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

After reviewing and analyzing the assessment data, at P.S. 135, the early childhood program uses hands on developmentally appropriate activities to promote and reinforce literacy skills, math skills and scientific exploration. The early childhood ELLs are assessed with ECLAS-2, Fountas and Pinnell and DIBELS. These assessment tools measure the early childhood ELLs and provide information on their literacy and their math skills for continued class instruction in English.

The data patterns across NYSESLAT modalities reading/writing and listening/speaking indicates that the incoming ELLs- majority of them scored at the beginning level. As the ELLs move to the next grade, the number of beginners declined. The numbers of Intermediate ELLs and Advanced ELLs begin to increase. The test results show the students are developing listening and speaking skills faster than their reading and writing skills.

The Extended Day Program 3 days a week, the Title Three AfterSchool Program will provide additional instruction in reading and writing skills for the ELLs to reach proficiency in English.

The Periodic Assessment Test given to the ELLs twice during the year in listening, writing and reading will help the ELLs become proficient in English. The teachers and ESL Teacher will create a spreadsheet to analyze the students' results by beginning, intermediate or advanced levels. The school is learning that the Periodic Assessment Test is used to drive the proficiency for the ELLs in English. This test helps the ELLs for the Spring NYSESLAT as a practice.

The programs at P.S. 135 are successful since many of the ELLs are progressing on their assessments. The ESL Teacher and the Classroom Teacher are noticing this from the Predictive Test since many of the ELLs are improving in their scores. On the City and State Standardized Test many of the ELLs are improving in their scores also. On the NYSESLAT Assessment, some of the ELLs have become proficient and no longer need ESL services. The staff members involved in the process of discussing NYSESLAT modalities-reading/writing and listening/speaking-will affect instructional decisions will be the ESL teacher, the AIS teacher, literacy coach teacher, and the SETTS teacher together these teachers will have a plan to improve these modalities for the ELLs with small group instruction, guided reading, and writing.

### 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.

The ELLs are included in all programs offered in our school. There is Extended Day which consists of Literacy and Math instruction 3 days a week. The ELLs attend an After School TITLE III program 3 days a week. This program is used to build fluency and enhance the ELLs proficiency in the areas of reading, writing, listening and speaking. The ELLs are grouped into grades 2 and 3 and grades 4 and 5. They are using a program called Building Fluency through Readers Theater. This program is adapted to scaffold and model language usage to meet the students needs at multiple ELL levels. Th ELLs that attend the AIS Program are also building their fluency and proficiency using the Achieve 3000 Program. In this program, the ELLs are using technology to enhance their learning experience and develop reading skills in

grade 3 through 5. In the AIS Program the ELLs are also using the Read 180 Program. This program enhances their listening skills through the use of technology with laptops and headphones.

After the ELLs have taken the ELA ITA test in the Acuity, the ESL Teacher uses the data to create acuity assignments for the children to work on to help them with instruction and test taking.

The ELLs are given a periodic assessment test twice a year to prepare them and help them in the areas of listening, writing and reading. Scores can be viewed online for the ESL Teacher to plan lessons on the targeted weak areas.

The ELLs progress is monitored by the classroom teacher by conducting monthly assessment-Fountas & Pinnell Assessment- and through collaboration and articulation with the ESL teacher, Gina Douglas, the data is shared, thereby using to inform instruction.

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Trevlyn McRae	Principal		10/25/11
Phuong Huynh	Assistant Principal		10/25/11
Pamela Wilson	Parent Coordinator		10/25/11
Gina Douglas	ESL Teacher		10/25/11
Alicia De Freitas	Parent		10/25/11
Peter Forgenie	Teacher/Subject Area		10/25/11
	Teacher/Subject Area		1/1/01
Christina Dans,Math	Coach		10/25/11
Audrey Atkinson	Coach		10/25/11
Lisa Sher	Guidance Counselor		10/25/11
	Network Leader		1/1/01
Dawn Mugno	Other <u>AIS/IEP Teacher</u>		10/25/11
	Other		1/1/01
	Other		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:** 18K135      **School Name:** The Sheldon A. Brookner School

**Cluster:** 02      **Network:** 211

**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**

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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.

There are a number of ways in which our school assesses the written translation and oral interpretation needs of our parents to ensure that all parents are provided with appropriate and timely information in a language they can understand.

- One method of assessment is through the HLIS (Home Language Identification Survey), which all parents of new admissions to the school are required to complete during the registration process. The HLIS is printed in a variety of languages and the parent will receive the language of choice for proper completion. Our in-house staff interpreters are called upon during the registration process. At our school, the following languages are identified: Arabic, Chinese, Haitian Creole, French and Spanish. We use the interpretation unit of the Department of Education for other languages spoken by our parents.
- Another method of assessment is the ATS system that provides information of the primary language of the students (RHLA).
- The Parent Coordinator at our school is another resource for determining the needs of parents. Calls are made to the students' homes and an assessment can be made as to the need for translation and oral interpretation to better understand an issue.
- Informal oral communication with parents and teachers also helps us determine the need for on staff interpreters or the need for an interpretation unit.
- Finally attendance at PTA meetings, and through parent conversations and requests, we establish lines of communication ensuring that parents are aware and fully understand what is happening in their child's academic development.

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

The needs to be addressed include having translators at Parent Teacher Association meetings and Parent Teacher Conferences.

There are also standard letters in Haitian Creole, French, Spanish, Chinese and Arabic generated by the Department of Education. We will use the interpretation unit for other languages spoken by our parents.

The major findings about the school's written translation and oral interpretation needs are distributed to the teachers and administrators as well as shared with the teachers during the School Leadership Team meetings.

## **Part B: Strategies and Activities**

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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.

All parental correspondence, (letters, notices, flyers, permission slips, consent forms and parent handbooks) will be translated by the school staff or the Translation and Interpretation Unit, from English to the native languages of the students. (Arabic, Chinese, Haitian Creole, French and Spanish). Our School will translate documents, that contain individual student specific information including a student's health, legal or disciplinary matters, entitlement to public education or placement in any special education, English language learner or non-standard academic programs.

Our school will post in a conspicuous location, a sign in each of the covered languages indicating the office/room where a copy of the notification of parental rights regarding translation and interpretation services is located.

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 school will provide interpreters for parent orientations/meetings and teacher conferences. Translations will be carried out by our staff members, with the assistance of the Translation and Interpretation Unit. This service is available Monday through Friday from 8:00am to 5:00pm.

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>.

Our school will fulfill Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. We will translate letters and notices to parents in the appropriate languages for our school – Arabic, Chinese, French, Haitian Creole and Spanish. For translations in any other language we will use the services of the NYC DOE Translation and Interpretation Unit since we have no staff member who can do that. For the translations of French, Haitian Creole and Spanish, we will use our in-house staff to provide translations. For translations of Arabic and Chinese, we will use the Translation and Interpretation Unit. We will translate and provide translations as they arise.