



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** JOHN L. BERNSTEIN

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 01M137

PRINCIPAL: MELISSA RODRIGUEZ

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SUPERINTENDENT: DANIELLA PHILLIPS



### 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
Melissa Rodriguez	*Principal or Designee	
Parniece Richardson	*UFT Chapter Leader or Designee	
Maria Diaz	*PA/PTA President or Designated Co-President	
Nydia Monserate	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	
Inna Djanants	Member/ staff	
Irma Rodriguez	Member/ staff	
Santa Aviles	Member/ parent	
Rose Torres	Member/ parent	
Cynthia Nieves	Member/ parent	
Wanda Luciano	Member/parent	

\*\* 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2013 students in grades 4-5 identified as English Language Learners will average an adjusted growth percentile in ELA of 58.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**This goal was generated due to the schools need to increase the number of English Language Learners becoming proficient readers and writers based on the school's Progress Report.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**The ESL teacher will engage in 12-week cycle of co-teaching and push-in support from October 2012-June 2013. The CFN support specialist for English Language Learners and ESL teacher will conduct monthly professional development meeting and support teachers in the development of differentiated reading and writing curriculum from September 2012-June 2013. Teachers will incorporate the Imagine Learning program into the selected students' daily routine from September 2012-June 2013.**

### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **The school will have parent workshops to provide parents with effective strategies to assist their children in their development of the English language. Parents will also be invited observe classroom instruction.**

**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: **Contracts for Excellence for curriculum and staff development**

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Professional Development, general supplies and software will be funded using OTPS. Parent Involvement, professional development and after-school program will be funded using PS.**

## 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2013, PS 137 staff will promote a positive and culturally responsive classroom, evidenced by a reduction of the weighted incidents preliminary index to below 1.50.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**This goal was generated due to the number of weighted incidents reported by the end of 2011-2012 and the need to improve in the category of School Environment on the Progress Report.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - f) key personnel and other resources used to implement these strategies/activities,
  - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - h) timeline for implementation.

**The school will develop a school-wide initiative which will focus on safety and respect in the school community starting in September 2012. A discipline committee will be created to explore and create a discipline approach using PBIS Positive Behavior Intervention system in January 2013. The school discipline committee will meet on a weekly basis to evaluate and modify school-wide discipline initiatives. All classrooms will implement the “Ladder” discipline initiative starting in September of 2012. The school will continue its collaboration with Ramapo for Children and Asphalt Green (Recess Enhancement Program) from September 2012- June 2013. School staff will attend Ramapo for children professional development from September 2012- June 2013.**

### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**The school will have parent workshops that will provide parents with information and training of effective behavior modification techniques and Citywide Standards of Intervention and Discipline Measures.**

**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: **Contracts for Excellence for curriculum and staff development and State Miscellaneous 16**

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Professional Development, general supplies and software will be funded using OTPS. Parent Involvement, professional development and after-school program will be funded using PS.**

### 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By the end of June 2013, the fourth and fifth grade students will demonstrate progress toward proficiency in fractions, decimals and percentages, evidenced by a 10% increase in correct number of multiple choice questions (of these topics) on the statewide Mathematics exam.**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**This goal was generated due to the school's need to increase the number of students becoming proficient in the mathematics key standards for grades 4 and 5 based on the school's Progress Report and math item analysis. The need at the school is to develop further curricula and academic tasks that promote higher order and critical thinking to better challenge all students and was noted in the 2011- 2012 Quality Review. This goal will also aid in the closing of the achievement gap.**

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**The teachers will implement a 75- minute math block from September 2012- June 2013. Teachers will use instructional materials/ text: Everyday Math and Context for Learning from September 2012- June 2013. Teachers will increase opportunities for students to verbalize mathematical ideas through Math Congress from September 2012- June 2013. Teachers will model and scaffold multiple strategies for problem solving from September 2012- June 2013. Students will answer a weekly problem-solving question from October 2012- June 2013. Teachers will develop small group instruction based on evaluation of assessments and student work from September 2012- June 2013. Sub groups will be identified using a variety of formal and informal assessments from September 2012- June 2013. Teachers will develop rubrics based on the Common Core Standards by grade to assess students' progress through the school year.**

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**The school will have parent workshops on the Common Core Learning Standards in Mathematics, effective strategies to assist their children with the development high order thinking skills in Mathematics.**

**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: **Contracts for Excellence for curriculum and staff development and State Miscellaneous 16**

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Professional Development, general supplies and software will be funded using OTPS. Parent Involvement, professional development and after-school program will be funded using PS.**

### **ANNUAL GOAL #4 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 #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2013 5 % of the Special Education students will be main streamed into at least one regular education content area subject as evidenced by the Response to Intervention report.**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**This goal was generated due to the schools need to increase the number of Special Education students becoming proficient readers and writers based on the school's Progress Report. It will also aid in the implementation of the Department of Education Special Education Reform Initiative.**

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**Special Education teachers and the AIS team will identify students that demonstrate proficiency in content area subjects using the student's IEP, formal and informal assessments. AIS team will monitor main streamed student and provide support to ensure their success.**

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**The school will have parent workshops that will provide information on the Core Common Learning Standard and Response To Intervention Plan. It will also have workshops to aide parents and students with the transition from special education to regular education.**

**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: Contracts for Excellence for curriculum and staff development and State Miscellaneous 16

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- **Professional Development, general supplies and software will be funded using OTPS. Parent Involvement, professional development and after-school program will be funded using PS.**



**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	<b>services are provided through the use of several programs including Foundations, Great Leaps, Ladders to Success, and strategies to Achieve Reading Success. Shared reading and writing is also incorporated in daily lesson plans</b>	<b>small group and one to one tutoring</b>	<b>During and after school</b>
Mathematics	<b>services are provided through the use of Everyday Math, Math Steps, Singapore mathematics, hands-on materials, and technology</b>	<b>small group and one to one tutoring</b>	<b>During and after school</b>
Science	<b>services are provided through the use of non-fiction content specific reading materials during the school day</b>	<b>small group and one to one tutoring</b>	<b>during school day</b>

Social Studies	<b>services are provided through the use of non-fiction content specific reading materials</b>	<b>small group and one to one tutoring</b>	<b>during school day</b>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<b>Services provided are group activities, c r i s i s intervention, grief counseling and attendance outreach</b>	<b>small group and one to one tutoring</b>	<b>during school day</b>

### **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.

- **The school collaborates with several teaching programs and the Children’s First Network to recruit highly quality teachers. Also candidates for teaching positions participate in a rigorous interview process that requires a demonstration lesson.**
- **Peers, administration and the Children’s First Network through professional development opportunities support 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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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**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/Dan Feigelson</b>	District <b>01</b>	Borough <b>Manhattan</b>	School Number <b>137</b>
School Name <b>P.S. 137: John L. Bernstein</b>			

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

Principal <b>Melissa Rodriguez</b>	Assistant Principal <b>Pamela Watts</b>
Coach <b>Clarissa Issac</b>	Coach <b>type here</b>
ESL Teacher <b>Inna Djaniants</b>	Guidance Counselor <b>Richard Porta</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Yolanda Saldana</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader	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>1</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>226</b>	Total Number of ELLs	<b>35</b>	ELLs as share of total student population (%)	<b>15.49%</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. 

1. Upon entering the New York City School District for the first time, all parents complete a Home Language Identification Survey (HLIS) in the child's home language. The HLIS is administered during registration by a teacher who is familiar with the procedure of completing the HLIS. The teacher present at the time of registration also conducts an informal interview to determine whether the student has any formal educational background in their own language and if the student is able to communicate in English. If the teacher who conducts the informal interview is unable to speak in the student's native language then a translator is available to assist with the translation. During the registration process the teacher also interviews the students' parents/guardians to determine whether or not the child received formal education in the United States or in their native country prior to entering the NYC School District and for how long the child attended school. After the informal interview is completed and the teacher who is conducting the interview fills out the HLIS, the ESL teacher/coordinator then signs off on the HLIS to determine whether the Home Language of the student is English or another language. If the ESL teacher/coordinator determines that the Home Language is a language other than English then a LAB-R is administered. Spanish speaking students who do not pass the LAB-R are also administered the Spanish Lab to determine their first language fluency in all four modalities (Speaking, Listening, Reading, and Writing). Students who do not meet the cut score of the LAB-R will be placed in an ESL class until the parents select their program choice. The administration of the LAB-R, program placement, and the parent orientation take place within ten days of registration.

New students at PS137 are classified as English language learners (ELLs) after not meeting the cut score of the LAB-R and those students who did not receive Proficient in all four modalities of the previous year's NYSESLAT (New York State English as a Second Language Achievement Test) exam scores. The ESL teacher uses students NYSESLAT scores from the previous year to determine individual students' growth in English language development and to evaluate what steps are necessary to ensure students are on a path to gaining English language proficiency. The ESL teacher also uses NYSESLAT scores when creating pull-out/push-in schedule for the school year. Groups are based on students' language proficiency levels and grade. ESL instruction is determined based on the needs of the students after evaluating individual students' scores on the NYSESLAT in Speaking, Listening, Reading, and Writing. For example, if students are proficient in Speaking and Listening, but are Intermediate in Reading and Writing then instruction is primarily focused on building students' reading and writing fluency. NYSESLAT scores are also used to evaluate the progress that students are making every year to gain proficiency and to determine necessary steps that classroom teachers and the ESL teacher will take to assist individual students in reaching proficiency.

To ensure that all ELLs take the NYSESLAT every spring, the ESL teacher/coordinator prints the RLER report on ATS. The RLER report informs the ESL teacher of all students that are eligible to take the NYSESLAT. The ESL teacher administers all NYSESLAT and LAB-R exams. To ensure all four components (Reading, Writing, Speaking, and Listening) are administered to all students, the ESL teacher/coordinator creates a schedule for students in each grade bracket (K-1, 2-4, and 5) to take the exam. Schedules are approved by administration and distributed to all classroom teachers to ensure that all students attend each component of the exam. The schedule also includes available days to administer exams in the event that a student is absent during one of the four components of the NYSESLAT.

2. After it is identified that a student is an English Language Learner (ELL), parents are notified of the three programs that are offered in the New York City School District at the Parent Orientation. The ESL Teacher/Coordinator sends an Entitlement Letter

inviting parents to attend an orientation that will explain the three different programs that are offered to ELLs in New York City. The parents are provided with pamphlets that offer information in their native language on each of the programs offered in the NYC School District. The letter also provides information on who parents can contact (ESL teacher/coordinator, parent coordinator) if they have any questions about each of the programs. Along with this letter parents also receive a letter to complete to inform the ESL

Teacher/Coordinator of whether or not they are able to attend the designated date of the orientation. If they are unable to attend then they are asked to state in the letter the time and date would work best for them to have a one-on-one meeting with the ESL

Teacher/Coordinator to discuss the three different programs. The orientation is conducted by the ESL teacher/coordinator, the parent coordinator, and paraprofessionals who serve as translators. During the orientation, the parents are shown the Orientation Video for Parents of English Language Learners in their native language. The parents are also provided with pamphlets in their native language that provide additional information on each of the programs (Transitional Bilingual Education, Dual Language, and freestanding ESL). After watching the video, parents are given the opportunity to ask questions about the programs offered in the NYC school system. The parents are then asked to complete the Program Selection form and survey. Those parents that choose a Transitional Bilingual or Dual language program are informed that if at least fifteen students whose parents chose TBE or Dual language in one language within one grade than P.S. 137 will create a TBE or Dual language program.

If parents are unable to attend the initial Parent Orientation then another orientation is offered to them. If parents are unable to complete the Program Selection Forms during orientation then they are asked to complete it within a week of orientation. To ensure that all Parents complete the Program Selection Form, the ESL teacher and the Parent Coordinator contact parents via letters and phone calls to parents.

3. All students who are entitled to receive ESL services are given entitlement letters to be sent home to their parents within the first week of school for continuing students and within the first ten days of registration for new students. To ensure parents receive and understand the entitlement letters, parents are asked to sign and return a slip of paper that is attached to the entitlement letter that states (in English and their native language) they understand their child will receive ESL instruction for the entire school year. For new students, in addition to the entitlement letters that are sent home to the parents, Program Selection Forms (as mentioned above) are also sent to the parents after the Parent Orientation. Since it is extremely important that the ESL teacher/coordinator receives the Program Selection Form and Survey the parents are asked to return the forms as soon as possible. The parent coordinator and the ESL teacher will establish communication with parents via phone calls and re-sending the Program Selection Form. Within the letter parents are offered to attend a one-on-one meeting scheduled to their convenience if they are unable to attend the specified Parent Orientation. If the parent coordinator and the ESL teacher/coordinator are unable to get in contact with the parent of a student within a week of the letter being sent home then the student will be placed in a Transitional Bilingual Education Program. Due to the fact that P.S. 137 does not have a TBE program then students are placed in ESL.

4. If parents choose a Transitional Bilingual Education or a Dual Language Program for their child then they are informed that they have the option to transfer to a school that offers these programs. P.S. 137 will provide information and a list of all schools in the NYC school system that offers these programs. If parents choose to have their child attend a freestanding ESL program then the child is placed in the pull-out ESL program that is offered at P.S. 137. All parents of ELLs, including continuing entitled students and new students, are informed that their child will receive ESL instruction. Parents are informed that students are placed in groups based on their English language level which is determined by the scores of the NYSESLAT and the LAB-R. The ESL teacher/coordinator and the parent coordinator consult with parents of the number of minutes per week (360 minutes for Beginner and Intermediate students, and 180 minutes for Advanced students) their child will receive ESL instruction and the purpose and benefits of the ESL program. All communication and information is provided to parents in their native language if the parent is unable to communicate in English.

5. At this time, P.S. 137 does not have enough students with the same Home Language in one or two continuous grades to establish a dual language or Transitional Bilingual Education program. In looking at previous year's data, we have noticed a recent change in parent choice in program selection. In the past years, parents chose to have their child attend an ESL program. From 2006-2007 nine parents chose ESL as their number one choice for their children. Recently, there has been a change in this trend. In 2008, five parents chose Transitional Bilingual Education (Spanish and Chinese), four parents chose ESL, and only one chose Dual Language as their primary choices. Although recently, the majority of the parents desire a Transitional Bilingual Education program for their child, these parents choose to keep their students at P.S. 137 rather than transferring to a school that offers a Transitional Bilingual Education program or a Dual Language program.

6. More often parents of students who entered the New York City Schools System for the first time and have no English language background often choose Transitional Bilingual Education. On the other hand, parents of students who have a limited background in English often choose ESL. While many parents choose a Transitional Bilingual Education program, P.S. 137 unfortunately cannot accommodate these parent choices. There are not enough students in a particular grade to offer a Transitional Bilingual Education program or a Dual Language program. If parents choose to send their child to a Transitional Bilingual Education program, P.S. 137

assists parents in finding a school within the district that can accommodate their child's needs. P.S. 137 offers a question session during the Parent Orientation where parents have the opportunity to ask questions about each of the programs and options that are available to them and their children. P.S. 137 will continue to assist parents if they choose to send their child(ren) to an alternative school where a Transitional Bilingual Education/Dual Language program is offered. In the future, if there is an adequate number of students in a single language and grade whose parents desire a Transitional Bilingual Education/Dual Language program, P.S. 137 will apply to the New York City Department of Education to create a Transitional Bilingual Education program at the school in order to accommodate parents' choices and students' needs.

## 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	34	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	4
SIFE	1	ELLs receiving service 4-6 years	4	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)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	33	1	3	1	0	0	1	0	1	35
Total	33	1	3	1	0	0	1	0	1	35

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

### C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

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	2	1	1	7	2								14
Chinese	5	5	3	2	1	2								18
Russian														0
Bengali														0
Urdu														0
Arabic		1		1	1									3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	6	8	4	4	9	4	0	0	0	0	0	0	0	35

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1.
  - a. The ESL program at P.S. 137 follows the pull-out model. Students who are at the Beginner and Intermediate levels [based on NYSESLAT and LAB-R scores] are provided with 360 minutes per week of ESL instruction. Three times a week the students are pulled out of class for 90 minute blocks and two times a week the students are pulled out for 45 minute blocks. Students who are at an Advanced level are provided with 180 minutes per week of ESL instruction. These students are pulled out of class four times a week for 45 minute blocks. Due to the small number of ELLs (34 students) who are all at various grade levels and classes, P.S. 137 is unable, at this time, to offer a push-in model. In the event where there is a large group of ELLs in one classroom then the ESL teacher will follow the push-in model and will collaborate with the classroom teacher on providing appropriate instruction for the ELLs in the class.
  - b. The pull-out groups at P.S. 137 are based on two criteria: language proficiency levels and grade. Although students are pulled out for ESL instruction, the ESL teacher collaborates with the classroom teacher to discuss particular students' needs. For example, if a student is struggling with using transitional words in his writing then the ESL teacher will work closely with that student to build that writing skill. In addition, the ESL teacher discusses units of study in Reading, Writing, Science, and Social Studies to align with the classroom teacher's instruction.
2.
  - a. Students at Beginner and Intermediate levels receive 360 minutes of ESL instruction per week. Students at an Advanced level receive 180 minutes of ESL instruction per week. These students are pulled-out of their classroom to receive ESL instruction in a separate classroom. In addition, students at an Advanced level receive 180 minutes of English Language Arts (ELA) instruction per week in their regular classrooms. P.S. 137 does not provide Native Language Arts. Instead, the ESL teacher provides Native Language support to newly arrived students, with no English background, through bilingual books and dictionaries to assist in their learning. Special Education students who do not speak English are also provided with bilingual paraprofessionals.
3. The pull-out ESL program at P.S. 137 follows a thematic unit as its instructional approach. Thematic units are based on the Science and Social Studies Standards and Scope and Sequence, as well as the Reading and Writing Common Core Learning Standards. Using these content areas as a base for ESL instruction provides English language development to ELLs at all language levels. All instruction is taught in English with the support of bilingual books and dictionaries for newly arrived ELLs.
4. Although P.S. 137 does not offer a Transitional Bilingual or Dual Language programs, our ELLs are appropriately evaluated in their native language so that classroom teachers and the ESL teacher are better able to meet the needs of our ELLs. Upon initial enrollment an informal interview is conducted in the child's native language to evaluate basic conversational skills. After students complete the LAB-R a Spanish Lab is administered to Spanish speaking students. This allows the classroom teacher and the ESL teacher to gauge what level they are at academically in their native language. Those students that are not Spanish speakers are asked to write a short essay in their native language. In addition, these students are also asked to read a paragraph from a book in their native language. A translator is always present during both the reading and writing assessments. These informal assessments allow teachers to understand their students'

## A. Programming and Scheduling Information

academic background in their native language.

5. Through the pull-out ESL program at P.S. 137 instruction is differentiated based on their language proficiency levels and their grade levels. In addition, instruction is differentiated based on subgroups such as SIFE (Students with Interrupted Formal Education), newcomers, long-term ELLs, and special needs ELLs. Newcomer ELLs who enter the third grade or higher and are two years below grade level are classified as SIFE. In addition to receiving ESL services, SIFE students receive additional support through AIS (Academic Intervention Services). SIFE students also participate in Extended Day and Title III after school programs to support them in their reading and writing fluency. Students who have been in US schools for less than three years are provided with ESL services (360 minutes per week). Students are also provided with English language development support through Extended Day and Title III after school programs to improve their vocabulary and reading comprehension. These programs assist newcomers in becoming better prepared for the ELA (English Language Arts) testing that they are required to take within a year of being in the US. Those ELLs who have been receiving ESL services for 4-6 years and long-term ELLs (completed 6 years of ESL services) will also be supported through the Title III after school program that is designed to assist these students in reading and writing. The students who are still in ESL due to their Reading and Writing scores on the NYSESLAT receive additional services from the AIS (Academic Intervention Services) teacher who pulls these students out to work in small groups to improve their reading and writing skills. These students will also continue to receive ESL services that will focus on improving their reading comprehension and writing strategies. ELLs who have been identified as special needs will also receive differentiated instruction. Special needs ELLs who have no English language background will receive a bilingual paraprofessional as per IEP to provide native language support and assist in second language development. These students also receive SETSS (Special Education Teacher Support Services) and participate in Extended Day and after school programs to develop English language proficiency.

6. The ESL teacher and classroom teachers of ELL-SWDs use instructional strategies and grade-level materials to provide students with access to academic content and guide students in accelerating English language development. Teachers of ELL-SWDs follow students' IEPs in regards to academic and language goals for individual students and mandated services that these students are obligated to receive. These outside services, such as SETSS, Speech, and ESL, provides students with additional academic support. Classroom teachers and service providers discuss with one another the student's progress and continued needs. Classroom teachers also differentiate within their classroom creating small groups to target specific students academic and language needs. Teachers also use the Imagine Learning program to accelerate students' English language development. To build academic content, teachers offer students grade appropriate content at their reading level.

7. To meet the diverse needs of ELL-SWDs, P.S. 137 offers service providers to meet at the beginning of the school year to plan out a schedule. Some of our ELL-SWDs receive more than one service, thus it is important that all service providers (AP, OP, PT, Speech, guidance counselor, and ESL) meet to discuss which students will be pull-out on what days and times. This allows all service providers to rearrange scheduling in order to ensure that one particular student is not pulled out of class too often in one day.

### 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:

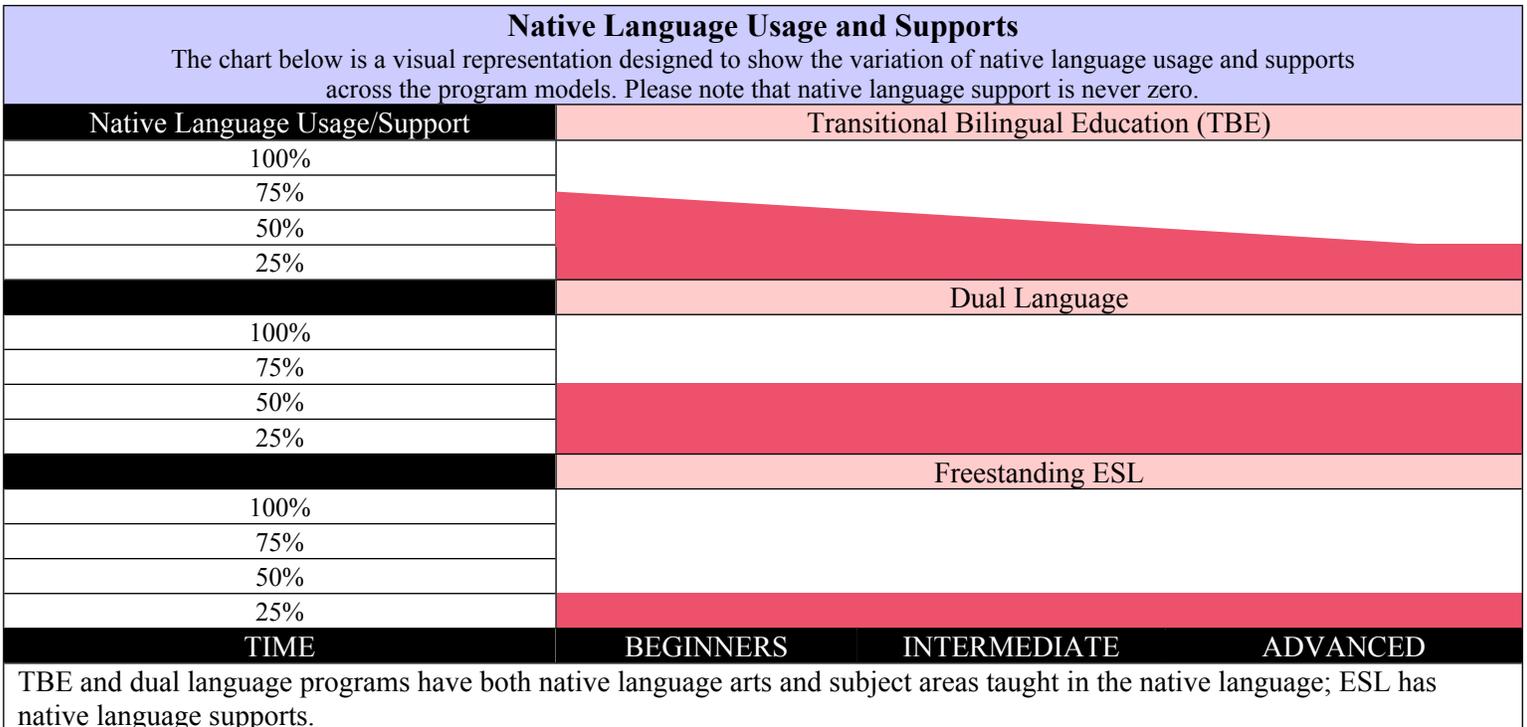
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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?

8. P.S. 137 has set up intervention programs for ELLs in ELA, Math, Science, and Social Studies. All services provided are in English. Special needs students who are not proficient in English are provided with instructional support (a bilingual paraprofessional) as per IEP. ELLs are provided with bilingual text in content areas such as Science and Social Studies. The ESL program at P.S. 137 teaches vocabulary, reading comprehension, writing strategies, grammar, and speaking and listening skills through thematic units. These thematic units follow the New York State Science and Social Studies Standards and the New York City Scope and Sequence for Science and Social Studies.

9. Students who are no longer classified as ELLs after reaching proficiency on the NYSESLAT continue to receive transitional support. The ESL teacher and the classroom teachers communicate the progress the student has made and the necessary steps to take in the classroom to support English language fluency. For Proficient ELLs, teachers work closely to continue to monitor students' progress in academic language and content development. These students also receive continuous language support through Extended Day services.

10. As an improvement plan for the upcoming school year, P.S. 137 has begun providing pull-out services to long term ELLs in Reading taught by an AIS (Academic Intervention Services) teacher. These services will allow ELL students who are still struggling in Reading to work in small groups to improve their reading comprehension and reading strategies. As part of the school's inquiry team, teachers will study language development amongst the ELL population through small group instruction. In addition, P.S. 137 has purchased the Imagine Learning program for upper grade ELL students. This program will guide students in building English language fluency through computer activities that include all four language modalities (Reading, Writing, Listening, and Speaking).

11. At this time P.S. 137 does not plan to discontinue any programs or services for ELLs for the upcoming school year.

12. ELLs at P.S. 137 are afforded equal access to all school programs. ELLs participate in Extended Day and after school programs. ELL students participate in after school programs that are geared towards English language development. These after school programs include the ELA Challenge Academy where students are taught test strategies in preparation for the ELA. The Title III after school program is also designed to assist students in reading strategies through Reader's Theater, computer based Imagine Learning Program, and guided reading. ELLs also participate in extracurricular activities, including school trips, Art Club, Newspaper Club, Musical plays, Town Hall Meetings, Ballroom Dancing, Soccer, Student Government, and the annual Science Fair.

13. ELLs also receive support through instructional materials. In the ESL classroom ELLs are provided with bilingual books and dictionaries, literature at various language levels, and a document camera. In the classrooms ELLs have the opportunity to use computers, smart boards, and engage in computer based literacy and vocabulary activities. ELLs in the upper grades (grades 3-5) participate in the Imagine Learning computer based program to build their reading and comprehension fluency. Those ELLs who require additional support in reading fluency also participate in the Extended Day program where they work on Foundations.

14. ELLs in ESL receive Native Language support through bilingual books and dictionaries. Students are also given the option to write in their Native language. ELLs with special needs also receive native language support through a bilingual paraprofessional.

15. Although ELLs at all grade levels are at various language levels, the services support and resources that are provided are at their appropriate grade and language level. Academic content is introduced to students at their appropriate grade level within their reading level.

16. Prior to the first day of school P.S. 137 sends newsletters and pamphlets welcoming new parents to our school. These newsletters and pamphlets are translated for parents of ELLs. On the first day of school, the Parent Coordinator holds a Parent Breakfast to welcome new parents to P.S. 137 and to answer any questions parents may have.

17. At this time, P.S. 137 does not offer foreign language electives.

### C. Schools with Dual Language Programs

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

Not Applicable to P.S. 137.

### D. Professional Development and Support for School Staff

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

1. As a member of the Children's First Network, P.S. 137 works with an ELL Network Support Specialist that leads monthly workshops to support our ESL teacher and our general education and special education teachers that have ELLs in their classroom. The ESL teacher also attends workshops and professional development events that are lead by Teachers College. All classroom teachers, out of classroom teachers (SETSS, ESL, Art, Science, Music), providers (paraprofessionals, speech therapists, occupational therapists, physical therapists), and support staff (parent coordinator, secrateries, school aides) are encouraged to attend professional development related to ELLs. In house professional developments occur on professional development days (beginning of the school year, chancellor days). Once a month the ESL teacher leads workshops for staff members on various topics, including adapting classroom environment to meet the needs of our ELLs, establishing case studies and interviews to better know where are ELLs are coming from, creating differentiated instruction to better work with our ELLs. This year every teacher at P.S. 137 is a member of an inquiry team. Inquiry teams focus on creating small groups for differentiated instruction, including ELLs. Every inquiry team meets once a month to discuss ideas/activities and their findings based on practice and assessments.

2. The school guidance counselor provides ELLs in the fifth grade with support as they transition from elementary to middle school. The school counselor provides parents and students with information of the different middle schools that the student can apply to. As a new initiative for this school year, P.S. 137 will take ELL students on a guided tour of middle schools in the community to help ELL students transition into middle school and to answer any questions they may have about middle school.

3. General Education teachers who have ELLs in their classroom receive 7.5 hours of ELL training and Special Education teachers receive 10 hours of ELL training. This training consists of attending Professional Developments that focuses on working with ELLs and workshops led by the ESL teacher at P.S. 137. In the previous school year, teachers attended ESL training from workshops led by Teacher's College. The ESL teacher at P.S. 137 also leads monthly workshops that focuses on working with ELLs and strategies teachers can use in the classroom that would engage ELLs. All records of attendace is kept on file in the school. Teachers who have attended Teacher's College workshops focused on working with ELLs in the classroom receive a certificate that is kept on file in the school. To record attendance of teachers at workshops held at P.S. 137, the ESL teacher maintains a list of sign-in sheets for each day of attendance. Sign-in sheets and agenda's for each workshop are kept on file by the ESL teacher. Workshops are focuses on several different topics and activites. These topics and activities include understanding language development for ELLs (BICS and CALP), changing classroom environment to meet the needs of ELLs in the classroom, building understanding of individual ELLs in our own classrooms through case studies and interviews, and activities teachers can use to differentiate instruction for ELLs.

## E. Parental Involvement

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

1. Parents of all students, including ELLs, are given the opportunity to be directly involved in their child's learning. The last Friday of every month is Family Friday at P.S. 137. On Family Fridays, parents are welcomed to join their children in their classrooms to participate in their child's academic growth and development. Parents are also invited to attend Parent Breakfast meetings led by the Parent Coordinator and administration to discuss school activities, attend academic workshops, and meet with other parents and members of the community. All parents that request a translator for all school events are provided with a translator. These translators are members of the school community that speak the language (primarily Chinese and Spanish). In the event that we have a language that is not available for translation by in-house staff, P.S. 137 will reach out to translation unit.

2. P.S. 137 leads ESL Adult Education classes to assist parents who are limited in English to build their oral, reading, and writing skills in English. P.S. 137 also partners with two after school programs, University Settlement, where students are offered help with homework and participate in afterschool activities.

3. To evaluate the need of the parents, parents participate in Parent Breakfasts where they are given the opportunity to voice their opinions and to discuss any questions they may have about administrative paperwork (this is especially helpful to newcomers who are unfamiliar with the US educational system), helping their children with homework etc. Parents also are invited to attend PTA meetings where they are able to communicate with other parents and the parent coordinator. Parents are asked to complete surveys during Meet the Teacher day and parent/teacher conferences.

4. P.S. 137 also offers a "Meet the Teacher" day where parents are welcomed to come and meet their child's teacher. During "Meet the Teacher" day, parents are given the opportunity to learn about what their child will be learning in class and to ask any questions they may have for the teachers. To build parent involvement and teacher-parent communication, every class creates a monthly classroom newsletter to introduce parents on monthly academic goals, activities and events planned for the month. In addition, teachers provide parents their email address to establish communication.

## 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)	5	4	1	2	2	1								15
Intermediate(I)	0	3	0	2	3	1								9
Advanced (A)	1	1	3	1	3	2								11
Total	6	8	4	5	8	4	0	0	0	0	0	0	0	35

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>P</b>	0	3	1	5	5	0							
READING/ WRITING	<b>B</b>	7	2	2	4	1	4							
	<b>I</b>	4	0	2	1	1	2							
	<b>A</b>	0	2	0	3	2	0							
	<b>P</b>	0	3	0	2	2	0							

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

### 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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

6. Describe how you evaluate the success of your programs for ELLs.

1. To assess the early literacy skills of our ELLs at P.S. 137 we use formal and informal assessments. The formal assessments we use are ECLAS-2. Teachers also use running records to evaluate students' reading levels. At P.S. 137, we also use rubrics aligned to the Common Core Standards to assess our students' literacy skills, math, and development; and use the data to measure whether students are at, below, or above grade level.

ELLs generally score below grade level due to their limited vocabulary in English and their limited schooling prior to entering Kindergarten and/or the United States. Teachers use the information collected from all assessments to carefully understand the needs of our ELLs in order to better assist them in the classroom. The assessments are used to differentiate instructional material and to set literacy goals for students who are below grade level. The information collected also helps inform the school of students who will need extra support through AIS (Academic Intervention Services), Extended Day, small group tutoring, and participation in the computer based Imagine Learning program. Teachers also conduct informal assessments, including anecdotals, conferences, writing samples etc.

2. The LAB-R and NYSESLAT data indicate a pattern across grade levels and proficiency levels. Most students who have been in the school for more than three years have reached an Advanced level by the fourth year. There are more students who are at a Beginner and Intermediate levels in grades K-2 than there are in grades 3-5. Only 24% of students in grades K-2 are Advanced, while 35% of students in grades 3-5 are Advanced. Those students who are in grades 3-5 and are at a Beginner level are newcomers.

3. As a result of students' NYSESLAT scores, the ESL teacher will work with students to improve the modalities (reading/writing and listening/speaking) that the students are struggling with. Students often develop listening and speaking skills first; therefore those students who are at a Beginner level in all four modalities will focus more on their listening and speaking skills, in addition to learning how to read and write. Students who are at an Intermediate and Advanced levels, especially long-term ELLs, will focus on improving reading strategies and writing skills. Newcomer ELLs and long-term ELLs in grades 3-5 participate in a computer based program, Imagine Learning, that focuses on all four modalities. This program works on individual student needs in each modality.

4. a. Looking at the scores of ELL students in ELA, NYS Math, and NYS Science there seems to be a correlation between these scores and students' proficiency levels. Most students who scored Advanced on the NYSESLAT received a score of 2 on the ELA in the third grade. Of the fifth graders from last year, those that were Newcomers (in the US for 2 years or less) scored a 1 on the ELA while students who have been here for more than 3 years scored a 2 or 3. Newcomers took the NYS Math exam in their native language and data shows that most students did well; one student scored a level 2, two students scored a level 3, and one student scored a level 4. This shows that ELL students that are newcomers generally do better on the exams when taken in their native language.

b. The ESL teacher and classroom teachers use the ELL Periodic Assessments as a formative assessment to guide and differentiate instruction according to the needs of their students.

c. Students take the ELL periodic assessments in English. The school is learning that students generally improve their score between the Fall and Spring ELL Periodic Assessment.

5. Not applicable, P.S. 137 does not have a dual language program.

6. The success of P.S. 137's programs for ELLs is evaluated based on student's NYSESLAT scores (focusing on their improvement in each modality, Reading/Writing and Speaking/Listening), periodic assessments, formal and informal assessments conducted by the ESL teacher and their classroom teacher, and communication between the ESL teacher and classroom teachers to discuss the progress of ELLs in

their classroom. The ESL teacher and classroom teachers also evaluate the success of the newly installed program, Imagine Learning, by closely monitoring the progress participating students are making on the program and in the classroom.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** John L. Bernstein

**School DBN:** 01M137

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Melissa Rodriguez	Principal		10/25/11
Pamela Watts	Assistant Principal		10/25/11
Yolanda Saldana	Parent Coordinator		10/25/11
Inna Djanians	ESL Teacher		10/25/11
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Clarissa Issac	Coach		10/25/11

**School Name: John L. Bernstein**

**School DBN: 01M137**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		
Richard Porta	Guidance Counselor		10/25/11
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 01M137      **School Name:** John L. Bernstein

**Cluster:** 203      **Network:** CFN

**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.

The school's written translation and oral translation needs are determined through the Home Language Identification Survey, ATS reports, and blue cards. Upon registration, if parents are unable to speak in English, an oral translator accompanies the parents in answering any questions they may have about registration. During registration the school is also able to determine the language of communication the parents prefer. Written and oral translation services are provided in-house by school staff. All school information documents that are sent to parents are translated into Spanish and Chinese. These documents include all official Department of Education documents, school events flyers, calendars, and student narrative reports. Informational flyers posted in school are also translated into Spanish and Chinese.

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.

After reviewing our written and oral translation needs we have found that we do not need any written or oral translation services that could not be provided in-house by school staff. If in the event we have a parent that does not speak English, Spanish, or Chinese then we will seek assistance from the Department of Education Translation and Interpretation Unit. At P.S. 137 there are 19 students who speak Chinese (Mandarin and Cantonese) and 19 students who speak Spanish. All school staff that serve as translators are introduced to parents upon registration and/or are notified of newly admitted students whose parents need a translator

## 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.

Written translation services are provided in-house by school staff. All school information documents that are sent to parents are translated into Spanish and Chinese. These documents include all official Department of Education documents, school events flyers, calendars, and student narrative reports. Informational flyers posted in school are also translated into Spanish and Chinese.

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.

Oral translation services are provided in-house by school staff. The school provides oral interpretation services for parents who do not speak English. These services are provided during parent-teacher conferences, IEP meetings, PTA meetings, initial orientation for parents of ELLs, and anytime the parent schedules an appointment requesting a translator.

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

The school informs parents of the translation and interpretation services provided to them by the school and the Department of Education through posters that are posted in the main entrance of the building as well as in front of the parent coordinators office. Signs and notices are posted in multiple languages. During parent orientations (led by the ESL teacher and the parent coordinator) information is provided to parents on their rights to interpreters and materials in their native language. The school's safety plan is posted in the main office. Parents are provided with the discipline policy and school safety procedures in the school's handbook. Parents who have questions about the safety procedures are informed to contact the administration, parent coordinator and guidance counselor.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: John L. Bernstein	DBN: 01M137
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 24
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 137 will lead an after school program for grades K-5. During the after school program, students will explore communities and neighborhoods that are close to P.S. 137: Chinatown, Little Italy, and the Lower East Side. Lower grade students (grades K-2) will study the purpose of community members in these areas, while upper grade students (grades 3-5) will explore the history of these neighborhoods. Students will have the opportunity to go on walking trips to explore each neighborhood, documenting through photos, videos, drawings, and note taking. This program will incorporate Common Core Learning Standards and the NYC Social Studies Scope and Sequence. Students will develop language and content through various forms of activities, including reading for information, writing reports, interviewing members of the community, and oral presentations. This program will be held for a total of eight weeks, two days per week, from April 9th through May 30th. Each day will be for two hours. It will be held on Tuesdays and Wednesdays from 3:30-5:30pm. Each day will be for two hours. This program will include two certified ESL teacher. The materials that will be used for this program include digital cameras, flip cameras, non-fiction books, notebooks, field trips etc.

### Part C: Professional Development

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

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

Begin description here: All PreK-5th grade teachers (including SETSS, Art, Music, general education and special education) at P.S. 137 will participate in a monthly ESL professional development. These meetings will be held in October, November, December, January, February, March, May, and June from 2:45-3:30pm. These meetings will be lead by the ESL teacher and the ELL Achievement Coach from CFN 203. The meetings will cover aligning CCLS to meet the needs of ELLs, incorporating strategies in Reading and Writing for beginner, intermediate, and advanced ELLs, and discussions on how to direct ELLs to use academic language in speaking and writing activities.

### Part D: Parental Engagement Activities

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

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

**Part D: Parental Engagement Activities**

- how parents will be notified of these activities

Begin description here: Parents will receive translated notification of programs and events before, during, and after-school specifically targeted for the ELL population. Parents are invited to attend Family Friday events which occur on the last Friday of every month. They also receive school monthly calendars, class newsletters, and invitations to school events. We will also include translators for meetings to provide parents an opportunity to be involved in activities or discussions. In addition, parents are invited to attend an end of Title III program celebration where students will share powerpoint presentations, videos, and pictures on the various neighborhoods in our community.

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
<b>TOTAL</b>		