



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

SCHOOL NAME: **PS/MS 138Q SUNRISE**

DBN: **29Q138**

PRINCIPAL: **JAMES Mc ENANEY** EMAIL: **[JMCENAN@SCHOOLS.NYC.GOV](mailto:JMCENAN@SCHOOLS.NYC.GOV)**

SUPERINTENDENT: **LENON MURRAY**

**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
James Mc Enaney	*Principal or Designee	
Jamie Cutrone	*UFT Chapter Leader or Designee	
Yvette Small	*PA/PTA President or Designated Co-President	
Paula Miller	CSA Representative	
Melissa Savitt	Member/UFT	
Marjorie Sloley	Member/Parent	
Deborah Watson	Member/Parent	
Pamela Morrison	Member/Parent	
Vacancy	Member/Parent	
Kim Brogdon Johnson	Member/D-37	

\*\* 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

**Annual Goal #1** *By June 2013, students in the lowest third of current grades 4 & 7 will meet proficiency in ELA as evidenced by a 3% increase on NY State assessments.*

### **Comprehensive needs assessment**

- ✓ **Rationale:** *In ELA, although student performance in the grades 4, 5 & 8 (current 5<sup>th</sup> & 6<sup>th</sup> grades) increased on 2012 state assessment by 6.8% and we were 4% higher than the average of peer group, we determined that the continuation of our ELA goal from last year of **6% increase** will support our school wide efforts to raise student performance and progress. In addition, the State Quality Review Report identified a need to increase proficiency for students with disabilities. The continuation of those best practices of balanced literacy including independent reading, read aloud and writer's workshop, build on the previous year goals as well.*

### **Instructional strategies/activities**

**Action Plan:** To support the ELA goal, the following plans are in place:

- ✓ Implement multiple Common Core-aligned ELA, Science and Social Studies units of study
- ✓ Use of an ELA Tasks Protocol to evaluate ELA performance tasks for rigor and alignment with CCLS to ensure learning tasks and activities ground students' reading, writing and discussions in evidence from the text.
- ✓ Professional Development such as use of DOK, Essential questions, ongoing assessment practices to increase best practices in teaching literacy and elevate academic rigor, viewing of PD 360 teaching videos to improve teaching practice, ELA PDs provided by network.
- ✓ Frequent cycles of reading and writing common assessments used during the academic year to track student progress and teacher efficacy ( TC Reading Assessments, Writing on Demand, Quick Writes and Published Work) to monitor progress and track trends. This initiative will drive next steps in teaching and learning.
- ✓ Utilize conferencing to track progress and monitor trends.
- ✓ Adjust professional development plan to address identified teacher needs.

### **Examining and Tracking for Progress:**

- ✓ Teacher teams will analyze trends in their classes and across grades, communicating to parents and students next learning steps for continued progress.
- ✓ School administrators will track trends across grades, subgroups and gender to target specific groups of students for additional AIS in cycles.
- ✓ Classroom teachers will utilize data and in teams discuss target groups of students for AIS in small groups around specific skills.
- ✓ Parents receive several progress reports, student learning goals and communication letters from all teachers.

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

- ✓ Several strategies to increase parent involvement in this work include, but are not limited to: understanding the Common Core Learning Standards in ELA, understanding the NYS ELA Exam, ARIS parent workshops to track student progress, classroom visits of the teaching and learning, exposure to the CCLS, participation of the SLT in the selection and purchase of classroom libraries and supplementary reading materials. In addition, parents do not require an invitation to walk through out school to observe the teaching and learning program as well as examining student work.

**Budget and resources alignment**

✓ Indicate your school's Title I status: **X 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      X   Title I      X   Title IIA      X   Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

**Service and program coordination**

As a Title I School wide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal.

Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:

- ✓ Professional development conducted by instructional lead teachers in the areas of English Language Arts.
- ✓ Teacher teams looking at student work to improve teaching practices in the teaching of reading and writing.
- ✓ Textbook and instructional materials purchased for phonics, vocabulary building, classroom libraries/whole class novel, and curriculum associates supplementary and complementary books.
- ✓ After school programs in English Language Arts and English as a Second Language.
- ✓ Use of Instructional & Network Achievement Coach to support best practices and curriculum development.
- ✓ Use of Achieve 3000 for English Language Learners and Students with Disabilities.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

**Intended Outcome:** *By June 2013, students in the lowest third of current grades 4 & 7 will meet proficiency as evidenced by a 3% increase on NY State Math assessments.*

### **Comprehensive needs assessment**

**Rationale:** In Mathematics, student performance in the grades 4 & 5 (current 5<sup>th</sup> & 6<sup>th</sup> grades) increased on 2012 state assessment by 10% and 5 % respectively, we determined that the continuation of our Mathematics goal from last year to increase proficiency, paying close attention to progress and growth, is necessary.

### **Instructional strategies/activities**

**Action Plan:** To support the Math goal, the following plans are in place:

- ✓ Continue the implementation of the math pacing aligned with CCLS
- ✓ Continue to revise and implement units of study in Mathematics ensuring that maps are rigorous and aligned with Math CCLS.
- ✓ Completely aligned with common core standards, both Envision Mathematics (Elementary) and Carnegie Mathematics (Middle School)
- ✓ Use of a Tasks Protocol to continue evaluating Math performance tasks for rigor and alignment with CCLS
- ✓ Professional Development such as use of DOK, Essential questions, ongoing assessment practices to increase best practices in teaching math and elevate academic rigor, Math PD support delivered by network math content specialist.
- ✓ Enhanced web-based math programs
- ✓ Frequent cycles of math assessment (ACUITY) based on a common rubric used during the academic year to track student progress and teacher efficacy (Problem of the Day) to monitor progress and track trends. This initiative will drive next steps in teaching and learning.
- ✓ Utilize conferencing to track progress and monitor trends
- ✓ Adjust professional development plan to address identified teacher needs
- ✓ Parents receive progress reports and are informed of their child's learning goals.

### **Examining and Tracking for Progress:**

- ✓ Utilize Acuity predictive and diagnostic results with item analysis trends to drive next steps in teaching and learning.
- ✓ Teacher Unit goals for groups of students to track student progress
- ✓ Teacher teams analyze math trends in their classes and across grades, communicating to parents and students next learning steps for continued progress.
- ✓ School administrators and teacher teams track trends across grades, subgroups and gender to target specific groups of students for additional AIS in cycles.
- ✓ Classroom teachers utilize math data and in teams discuss target groups of students for AIS in small groups around specific skills.

### **Impact of This Work to Date:**

- ✓ Improved data trends based on increased rigor and improved student problem solving and application skills writing assessed by a common math Problem of the Day rubric
- ✓ Revised Math units of study, curriculum maps & pacing reflect instructional shifts around mathematical fluency, application, conceptual understanding and practices.

**Strategies to increase parental involvement**

- ✓ Several strategies to increase parent involvement in this work include, but are not limited to: understanding the Common Core Learning Standards in Mathematics, understanding the NYS Mathematics Exam, ARIS parent workshop to track student progress, classroom visits of the teaching and learning, exposure to the CCLS, participation of the SLT in the selection and purchase of classroom libraries and supplementary reading materials. In addition, parents do not require an invitation to walk through out school to observe the teaching and learning program as well as examining student work.

**Budget and resources alignment**

- Indicate your school’s Title I status: **X 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      X   Title I      X   Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

As a Title I School wide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal.

Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:

- ✓ Professional development conducted by instructional lead teachers in the areas of Mathematics.
- ✓ Teacher teams looking at student work to improve teaching practices in the teaching of instructional shifts in mathematics.
- ✓ Textbook and instructional materials purchased for academic intervention of mathematics, Envision Mathematics K-5, Carnegie Mathematics Program 6-8; Big Ideas in Mathematics and our Saturday Program.
- ✓ After school programs in Mathematics.
- ✓ Use of Instructional & Network Achievement Coach to support best practices and curriculum development.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

## ANNUAL GOAL #3 AND ACTION PLAN

### **Annual Goal #3**

**Intended Outcome:** *By June 2013, we will increase academic rigor by revising at least two of the common core aligned units of study in ELA, Mathematics, Science and Social Studies.*

### **Comprehensive needs assessment**

In ELA, student performance in the grades 4, 5 & 8 (current 5<sup>th</sup> & 6<sup>th</sup> grades) increased on 2012 state assessment by 6.8% and we were 4% higher than the average of peer group. In Mathematics, student performance in grades 4 & 5 (current 5<sup>th</sup> & 6<sup>th</sup> grades) increased on 2012 state assessment by 10% and 5 % respectively. While there has been some improvement in our test scores, there is a need to increase academic rigor in ELA, Math, and the content areas by continuing to infuse our CCLS in our learning community. Our goal is to deepen the work around common core aligned units which was a goal from the previous academic year, with the completion of a literacy and mathematics bundle in grades K-8. This year, we have fully aligned units of study and are utilizing the citywide common core units for science and social studies.

### **Instructional strategies/activities**

#### **Action Plan:**

- Monitor the use and implementation of the Depth of Knowledge (DOK) chart for lesson planning and to promote student discussions.
- Utilize student friendly rubrics.
- ELA Coach from Network to provide professional development support.
- Utilize teacher teams to analyze student work to monitor rigor and revise to accelerate student progress.
- Purchase non-fiction classroom libraries aligned with the percentages outlined in the CCLS.

#### **Examining and Tracking Progress:**

- Continue short frequent cycles of feedback through observations with professional development, lesson planning in teams, inter-visitations to observe best practice and follow up with school leaders.
- Monitor teacher team work in the analysis of student work to revise units based on trends of progress.
- Collect, track and analyze trends to group students appropriately for AIS/Academic Boot Camp for continued progress.

#### **Impact of This Work To Date:**

- All grades have participated in Writing on Demand Assessments as well as completed one unit of study in reading, writing and mathematics. Teacher teams and department teams are analyzing student work to track trends, prepare/revise future lessons for teaching and learning implications.
- Elementary Science Cluster Teachers are following the NYS Scope and Sequence and have begun a Common Core Unit of Study from the common core library (grades K & 2). The performance task is analyzed and trends are discovered, shared with classroom teachers and school leaders.
- A sharp increase in writing stamina as well as analysis in content areas is evident to date.

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

- ✓ Several strategies to increase parent involvement in this work include, but are not limited to: understanding the new Common Core Learning Standards, classroom visits of the teaching and learning, exposure to the CCLS, participation of the SLT in the selection and purchase of classroom libraries and supplementary reading materials. In addition, parents do not require an invitation to walk through out school to observe the teaching and learning program

as well as examining student work.

**Budget and resources alignment**

- Indicate your school's Title I status: **X 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      X   Title I      X   Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

As a Title I School wide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal.

Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:

- ✓ Professional development conducted by instructional lead teachers in the areas of best practices, CCLS & workshop model.
- ✓ Teacher teams looking at student work to improve teaching practices in the teaching of reading and writing through the content areas.
- ✓ Textbook and instructional materials purchased for phonics, vocabulary building, classroom libraries/whole class novel, Curriculum Associates supplementary and complementary books.
- ✓ After school programs in English Language Arts and English as a Second Language.
- ✓ Use of Instructional & Network Achievement Coach to support best practices and curriculum development.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

## ANNUAL GOAL #4 AND ACTION PLAN

### Annual Goal #4

**Intended Outcome:** *By June 2013, there will be a 5% increase in writing proficiency as evidenced by a common writing assessment (quick writes & exit slips).*

### Comprehensive needs assessment

In ELA, student performance in the grades 4, 5 & 8 (current 5<sup>th</sup> & 6<sup>th</sup> grades) increased on 2012 state assessment by 6.8% and we were 4% higher than the average of peer group. In Mathematics, student performance in grades 4 & 5 (current 5<sup>th</sup> & 6<sup>th</sup> grades) increased on 2012 state assessment by 10% and 5 % respectively. Based on the analysis of student work, uneven improvement and a need to increase academic rigor, we determined that analysis of student work using a common assessment across grades is one improvement goal that will lead to increases in student proficiency.

### Instructional strategies/activities

**Action Plan (with PD):** To support the Improvement goal, the following plans are in place:

- Network ELA Coach provides professional development around academic rigor, analysis of student work and data.
- Teacher Teams and school leaders consistently analyzes student work using the protocol and tracks trends for continued progress.
- Content Areas, the Arts & PE/Health provide writing tasks aligned with the CCLS, utilizing common rubrics.
- School leaders track trends, analyze progress and provide professional development in the area of writing.
- Teacher teams meet 2-3 times a week (during common prep periods and Thursday 50 minute sessions) to analyze student work, track trends and develop next steps for AIS and lesson planning.

### Examining and Tracking Progress:

- Teachers administer quick writes and exit slips over the course of the many units of study. Teachers will assess teaching and learning with these informal assessments. School leaders collect data to track trends and increases in progress in writing proficiency.
- Based on data, teachers structure lessons and revise units.

### Impact Of This Work To Date:

- Teachers administered quick writes and exit slips across grades and content areas. A common rubric is now being used for quick writes.
- Increases in writing stamina are evident in writer's notebooks and published pieces from the unit of study.

### Strategies to increase parental involvement

- ✓ Several strategies to increase parent involvement in this work include, but are not limited to: strategies to use at home to help your child become a great reader and writer, successful home study skills, classroom visits of the teaching and learning, exposure to the CCLS, participation of the SLT in the selection and purchase of classroom libraries and supplementary reading materials. In addition, parents do not require an invitation to walk through out school to observe the teaching and learning program as well as examining student work.

**Budget and resources alignment**

- Indicate your school's Title I status: **X 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      X   Title I      X   Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

As a Title I School wide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal.

Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:

- ✓ Professional development conducted by instructional lead teachers in the areas of best practices, CCLS & workshop model.
- ✓ Teacher teams looking at student work to improve teaching practices in the teaching of reading and writing through the content areas.
- ✓ Textbook and instructional materials purchased for phonics, vocabulary building, classroom libraries/whole class novel, Curriculum Associates supplementary and complementary books.
- ✓ After school programs in English Language Arts and English as a Second Language.
- ✓ Use of Instructional & Network Achievement Coach to support best practices and curriculum development.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

**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	<ul style="list-style-type: none"> <li>• Finish Line Extended Day Program 3-8</li> <li>• All-Star Phonics K-3</li> <li>• Pearson editing series</li> <li>• Wilson 1-6</li> <li>• Guided Reading PK-5</li> <li>• Shared Reading K-3</li> <li>• Interactive Writing K &amp; 1</li> <li>• National Geographic Non-Fiction Libraries &amp; NYSESLAT Continental Press Test Prep materials for ELLs K-8</li> <li>• Curriculum Associates ELA Ready NY CCLS 3-8</li> <li>• Vocabulary Builder K-8</li> <li>• Achieve 3000 for ELLs and SWDs 3-8</li> <li>• Title III ESL Program K-8</li> <li>• Saturday Boot Camp 3-8</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• Whole &amp; small group</li> <li>• Small group, 1:1</li> <li>• Small group, 1:1</li> <li>• Whole &amp; small group</li> <li>• Small group</li> <li>• Small group</li> <li>• Small group</li> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li> <li>• During school</li> <li>• During school</li> <li>• During &amp; after school</li> <li>• During school</li> <li>• During &amp; after school</li> <li>• During &amp; after school</li> <li>• After school</li> <li>• Saturday</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Envision Math on-line AIS component K-5</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li> </ul>

	<ul style="list-style-type: none"> <li>• Finish Line Extended Day Program 3-8</li> <li>• Marilyn Burns math games K-4</li> <li>• EM Games &amp; Activities K-5</li> <li>• Study Island 6-8</li> <li>• Mc Douggal &amp; Lintel 6-8</li> <li>• Uptown Education 6-8</li> <li>• Big Ideas in Math K-8</li> <li>• Curriculum Associates Math Ready NY CCLS 3-8</li> <li>• Saturday Boot Camp 3-8</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• Whole &amp; small group</li> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li> <li>• During school</li> <li>• During school</li> <li>• After school</li> <li>• After school</li> <li>• During &amp; after school</li> <li>• After school</li> <li>• During school</li> <li>• Saturday</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Content Area Readers 2,4,6</li> <li>• Laboratory activities</li> <li>• Discovery Education on-line series K-8</li> <li>• Uptown Education</li> </ul>	<ul style="list-style-type: none"> <li>• Whole &amp; small group</li> <li>• Whole class &amp; small group</li> <li>• Small group</li> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• During school</li> <li>• During school</li> <li>• During &amp; after school</li> <li>• During &amp; after school</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• Content Area Readers 2,3,4</li> <li>• Non-Fiction Content Trade Book Series 3-8</li> <li>• Discovery Education on-line series K-8</li> <li>• Worldbook on-line series</li> <li>• Learning centers for D.I.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole &amp; small group</li> <li>• Small group</li> <li>• Small group</li> <li>• Small group</li> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• During school</li> <li>• During school</li> <li>• During &amp; after school</li> <li>• During &amp; after school</li> <li>• During school</li> </ul>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• Counseling, mandated support, high school application preparation and administration, crisis</li> </ul>	<ul style="list-style-type: none"> <li>• Small group, 1:1</li> </ul>	<ul style="list-style-type: none"> <li>• During &amp; after school</li> </ul>

	<p>intervention services by guidance counselor</p> <ul style="list-style-type: none"> <li>• Counseling, evaluation, mandated SBST support and crisis intervention by school psychologist</li> <li>• Counseling, at-risk family intervention work, crisis and mandated support by social worker</li> <li>• Health &amp; nutrition counseling, asthma training, CPR/AED services, epi-pen training, first aid support by school nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Small group, 1:1</li> <li>• Small group, 1:1</li> <li>• Small group, 1:1</li> </ul>	<ul style="list-style-type: none"> <li>• During &amp; after school</li> <li>• During &amp; after school</li> <li>• During school</li> </ul>
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### 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.

Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds valid NYS certification in that license area. The BEDS survey is reviewed periodically by the principal and the Human Resources director who works with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.

Strategies and activities used to attract highly qualified teachers to our school include:

- ✓ Frequent communication with our Network Human Resources Director when vacancies occur.
- ✓ The Network Human Resources Director partners with Central for assistance and guidance and for candidate referrals. The Central Office of Talent and Recruitment partners with colleges to locate highly qualified candidates.
- ✓ The school engages in interviews with HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool.
- ✓ The school establishes a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and a review of New York State certification/licensing.
- ✓ The school maintains a professional library to promote promising and effective practices.
- ✓ The school provides teachers with curriculum maps, instructional resources and professional learning opportunities designed to ensure high quality instruction.

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## PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, PTA, 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 in reading, writing, mathematics 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 through workshops with staff developers, school administrators and the parent coordinator,
- ✓ fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress through an open-door school policy;
- ✓ providing assistance to parents in understanding City, State and Federal standards and assessments with training in a series of workshops connecting the CCLS and current curriculum,
- ✓ 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;

P.S. / M.S. 138Qs 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 Teachers Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked in this meeting to share any concerns or suggestions. 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, parenting skills and community building. Additionally, we will:
- ✓ 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 with support for school-level committees that include parents who are members of the School Leadership Team, the PTA and Title I Parent Representative.

- ✓ Maintain a Parent Coordinator, Mrs. Kim Brogdon-Johnson, to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- ✓ Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home in collaboration with school administration and staff developers.
- ✓ provide opportunities for parents to help them understand the accountability system, 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 advising 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 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;
- ✓ conduct an Annual Title I Parent Event (December 21<sup>st</sup>) where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school community will encourage greater school-level parental involvement by:

- ✓ maintaining an "Open Door Policy" for all grades-whole school;
- ✓ hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year (connected to the relevant curriculum)
- ✓ encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association
- ✓ supporting or hosting Family Day events;
- ✓ establishing a Parent Resource Center in collaboration with the Parent Coordinator with instructional materials for parents;
- ✓ Hosting events to support men asserting leadership in education for their children. Hosting events to support parents/guardians, grandparents and foster parents (in collaboration with community based organizations and district initiatives)
- ✓ encouraging more parents to become trained school volunteers (Learning Leaders)
- ✓ providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- ✓ developing and distributing a school publication designed to keep parents informed about school activities and student progress;
- ✓ providing school folders (K-5) for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand; (6-8) weekly announcement/homework sheets for all content areas.

- ✓ 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;

### **SCHOOL-PARENT COMPACT**

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

#### **I. School Responsibilities**

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

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

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

- ✓ conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- ✓ convening an Annual Title I Parent Meeting prior to January 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 with all members of the school community;
- ✓ supporting parental involvement activities as requested by parents;
- ✓ ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- ✓ advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

- ✓ monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ✓ ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- ✓ check and assist my child in completing homework tasks, when necessary;
- ✓ read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- ✓ set limits to the amount of time my child watches television or plays video games;
- ✓ promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- ✓ encourage my child to follow school rules and regulations and discuss this Compact with my child;
- ✓ volunteer in my child's school or assist from my home as time permits;
- ✓ participate, as appropriate, in the decisions relating to my child's education;
- ✓ communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- ✓ respond to surveys, feedback forms and notices when requested;
- ✓ become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- ✓ participate in or request training offered by the school, district, central and/or State Education Department to 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 [i](#).

**Part I: School ELL Profile**

**A. School Information** [i](#)

Cluster Leader/Network Leader <b>C. Rello–Anselmi/N.Manning</b>	District <b>29</b>	Borough <b>Queens</b>	School Number <b>138</b>
School Name <b>The Sunrise School</b>			

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

Principal <b>James McEnaney</b>	Assistant Principal <b>Paula Miller, Matthew Zwillick</b>
Coach <b>Eve Fogel</b>	Coach <b>Theresa Simeon</b>
ESL Teacher <b>Karen Pinsky</b>	Guidance Counselor <b>Marc Guenoun</b>
Teacher/Subject Area <b>Norma Tineo</b>	Parent <b>Yvette Small</b>
Teacher/Subject Area	Parent Coordinator <b>Kim Johnson</b>
Related Service Provider <b>Ilene Rabinowitz– SETSS</b>	Other <b>Thalia Tzorzis</b>
Network Leader <b>Nichele Manning</b>	Other

**C. Teacher Qualifications** [i](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</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	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0
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## D. School Demographics

Total number of students in school	862	Total Number of ELLs	29	ELLs as share of total student population (%)	3.36%
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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 admittance, parents of ELLs are given a Home Language Identification Survey in their choice of language to complete. An informal interview is conducted by a qualified pedagogue (certified ESL Teacher or Administrator) in order to determine the language spoken at home. If necessary, a qualified staff member is called upon to translate and assist in this process. If no such translator is available in the school, the Translation Unit is contacted for assistance.

Within ten days of initial enrollment, all potential ELLs are administered the LAB-R by the ESL teacher. All Spanish speaking ELLs are administered the Spanish LAB as well. Based on the results of the LAB-R, ELLs are placed in the ESL program.

In the spring the ESL teacher administers all four components of the NYSESLAT to all ELLs. The results of the NYSESLAT are reviewed in September to determine continuous participation in the ESL program.

Based on the results of the LAB-R and the NYSESLAT, there are 29 ELLs at PS/MS 138. This ELL population consists of:

5 Spanish speaking ELLs

2 Chinese speaking ELLs  
5 Arabic speaking ELLs  
10 Haitian speaking ELLs  
7 French speaking ELLs

2. Within the first month of school, parents of newly enrolled ELLs are sent an entitlement letter, parent survey, and selection form in English and their native language. The letter invites parents to attend a parent orientation workshop to learn about the three program choices available to their child.

At these workshops parents receive written information in their native language which explains school policies and other important information. Parents watch a DVD in their native language which explains the Transitional Bilingual, Dual Language, and ESL Programs.

If parents are not available to attend the workshops, alternate dates and times are offered. Working parents are encouraged to attend during Back-to-School Night or Parent Teacher Conference Nights. Workshops are offered periodically (approximately every other month) throughout the year so that parents of new admits may attend.

3. The ESL teacher distributes entitlement letters and Parent Surveys/Program Selection Forms the first day of ESL class. If parents of newly enrolled ELLs do not attend a scheduled workshop to explain the three program choices, an alternate date and time is offered. Telephone conferences are scheduled if a parent is unable to attend any of the offered workshop dates.

4. Based on the results of the NYSESLAT, parents of ELLs who continue to be eligible for ESL are sent entitlement letters in English and their native language. These students are placed in the school's ESL Program. Newly enrolled ELLs are placed in the ESL Program within the first ten days of enrollment, based on their LAB-R score. Parents who select programs which do not exist at PS/MS 138 due to an insufficient number of students, are referred to the Parent Coordinator to assist in contacting the placement office. Translators are called upon for assistance when necessary.

5. Based on the completed Parent Selection Forms, there is a trend to choose the Freestanding ESL Program over Bilingual or Dual Language Programs. All 29 ELLs, which is 3.36% of the school's total population, are enrolled in the Freestanding ESL Program.

6. The program models at PS/MS 138 are aligned with parent requests. Each year, one or two parents show an interest in the Bilingual or Dual Language Programs, but choose the Freestanding ESL Program so that they can keep their children in the home school. At the present time, there are not sufficient numbers of students in consecutive grades who speak the same language to form a Bilingual or Dual Language class. Each year the ESL teacher monitors these numbers to determine if forming a Bilingual or Dual Language class is possible.

# Part III: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

This school offers (check all that apply):

K  1  2  3  4  5   
 6  7  8  9  10  11   
 12

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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	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
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0					0
<b>Push-In</b>	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	29	Newcomers (ELLs receiving service 0-3 years)	23	Special Education	5
SIFE	1	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	23	1	2	5	0	2	1	0	1	29
Total	23	1	2	5	0	2	1	0	1	29

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

### C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
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	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)**

**9-12**

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

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

Native American: \_\_\_

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

Other:

**Freestanding English as a Second Language**

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

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

## 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
Chinese	0	1	0	0	0	0	1	0	0					2
Russian	0	0	0	0	0	0	0	0	0					0
Bengali	0	0	0	0	0	0	0	0	0					0
Urdu	0	0	0	0	0	0	0	0	0					0
Arabic	2	0	0	1	2	0	0	0	0					5
Haitian	2	1	0	0	1	3	1	1	1					10
French	1	1	0	0	1	0	3	0	1					7
Korean	0	0	0	0	0	0	0	0	0					0
Punjabi	0	0	0	0	0	0	0	0	0					0
Polish	0	0	0	0	0	0	0	0	0					0
Albanian	0	0	0	0	0	0	0	0	0					0
Other	0	0	0	0	0	0	0	0	0					0
<b>TOTAL</b>	<b>7</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>7</b>	<b>3</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>29</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

1. A fully licensed ESL teacher instructs the ELLs through a pull-out model ESL Program in four small groups. English is the only language of instruction. ELLs are grouped according to grade level and proficiency level.

2. ELLs are pulled out of their classrooms Monday–Friday for the required number of minutes. Beginner level and Intermediate level ELLs receive 72 minutes of ESL per day, or 360 minutes per week. Advanced level ELLs receive 39 minutes of ESL per day, or 195 minutes per week.

3. Through academic rigor and explicit ESL and ELA instruction, all ELLs receive intensive, standards driven instruction, as well as all areas of the core curriculum. All content area lessons are differentiated to meet students' needs. Teachers of ELLs scaffold academic language to support students' participation in content areas. Bridging techniques are used to connect new concepts to prior knowledge. Teachers of ELLs also use visuals, realia, drama, and oral presentations to support students' understanding of academic content. They also model the use of the language and teach language functions and structures within the context of the lesson.

PS/MS 138 follows the Balanced Literacy approach of instruction. Through Guided Reading, Shared Reading, Read Alouds, Word Work, Modelled and Shared Writing, ELLs develop literacy skills necessary to understand the content areas.

4. Since we do not have a Bilingual or Dual Language Program at PS/MS 138, our ELLs are not evaluated in their native languages. However, Spanish speaking new admits who are eligible for ESL are administered the Spanish LAB test to measure the proficiency in their native language. Also, students are given content area standardized tests such as Math and Science in their native language if they are available.

5. There is one SIFE student at PS/MS 138. He is provided with intensive ESL instruction, which includes the fundamentals of phonics and sentence structure. This is accomplished through Word Work, Read Alouds, Shared Reading, and Guided Reading. The SIFE student also receives instruction in basic mathematical concepts through ESL methodologies. Computers are utilized by this SIFE student to help reinforce basic reading and math concepts. The SIFE student also receives extended day after school small group instruction and attends the Title III ELL After School Success Academy.

Newcomers to the country are provided with bilingual dictionaries for their personal use. They are assigned a buddy who speaks their native language to make their transition easier and help with content area vocabulary. Library books are available in the native language of new arrivals as well. Since NCLB now requires ELA testing to all ELLs after one year, these students are encouraged to attend after school small group literacy programs and summer school programs.

ELLs who have been receiving ESL service for four to six years are usually at the Advanced or Proficient level in Speaking and Listening based on the NYSESLAT, but require intensive instruction in Reading and Writing, as well

## A. Programming and Scheduling Information

as phonics instruction. These students are encouraged to attend after school literacy groups to help them acquire the literacy skills needed to become proficient in English.

There is one long-term ELL at PS/MS 138. This child scored at the Advanced level on all four subtests of the NYSESLAT. He is in a self-contained Special Education class and is classified as "Learning Disabled." He attends the Title III ELL After School Academy, summer school and Extended Day small group instruction to help him bridge the gap toward proficiency.

6. Many different instructional strategies are used to meet the needs of our ELLs with disabilities. Content area lessons are presented in a variety of ways. Teachers of ELL-SWDs use visual, auditory, and kinesthetic methodologies for better understanding of the content areas. Realia and pictures are used to support new vocabulary whenever possible. Balanced Literacy is the format used for reading and writing. This includes read-alouds, shared reading and writing, and guided reading and writing.

There is a strong emphasis on differentiated instruction this year. To this end, new grade level materials are being used by our students with disabilities. Our self-contained Special Education classes are now using the series, "Inside", which is specifically designed for students who are two years below grade level in literacy. Our new Math Program, "Envision Math", provides the teachers of SWDs with strategies for differentiated instruction, with a specific component for ELLs. These new materials provide access to academic content areas and accelerate English language development.

7. Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of our ELL-SWDs within the least restrictive environment. Our SETSS teacher pushes into several Special Education classes to team teach. She often uses the Wilson Method to teach phonics and decoding to these students. Some of our ELL-SWDs are mainstreamed for Reading, Dance, or Physical Education. All of our ELL-SWDs are encouraged to attend the ELL After-School Academy, funded by Title III. Within the Special Education classrooms, paraprofessionals work in small groups to reinforce previously taught concepts and support ELLs with extra help. The use of individual computers in the Special Education classrooms, and our Computer Lab also help meet the needs of our ELL-SWDs. Smartboards are available and used by some of our Special Education teachers.

### 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

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## 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. To help our ELLs meet the NYS learning standards, various instructional practices are utilized to focus on all four modalities of language. In order to develop speaking skills, chants, poems, songs, and dialogues are used. Students also act out stories and use a tape recorder to assess their own progress in speaking. To help enhance listening skills, students listen to tapes that correspond to books. Realia and picture cards are used to strengthen vocabulary development. To improve reading, teachers of ELLs use many different genres of literacy including non-fiction to incorporate Social Studies and Science into the curriculum. Charts, tables, political cartoons, maps, calendars, graphs, timelines, schedules, and bulletins are introduced and interpreted. Guided Reading series of books, library books, and big books are also used to help foster good reading skills. To strengthen writing skills, guided writing, interactive writing, and graphic organizers are used. Dry erase boards are also used to develop word work lessons. In order to improve their writing, students are required to write letters, reports, personal narratives, lists, poems, essays, and summaries. All instruction is in English only.

9. Students who have reached the proficiency level based on the NYSESLAT continue to receive ESL support if necessary. Articulation between the ESL teacher and classroom teachers continues throughout the year. If necessary, these students can be pulled out by the ESL teacher on an "as needed" basis. As per the New York State regulations, these students continue to receive testing modifications on all standardized tests for two consecutive years after passing the NYSESLAT.

10. There are many new programs and improvements planned for the upcoming school year. Our new administration has instituted a schoolwide initiative to increase academic rigor in all areas of instruction.

We have two new cluster positions this year who service our elementary school students. Our K-5 students participate in a new Literacy Program, which is housed in the school library, and a new Dance Program.

In addition, we have purchased many new materials. In grades K-3, a new phonics program called, "SRA All Star Phonics" is being used. Our self-contained Special Education classes are using a new Literacy Program called, "Inside", published by National Geographic. Our elementary grades are using a new Math Program this year called,

"Envision Math." This program has a specific component for ELLs. Our middle school students are reading new anthologies called, "Literature," published by Holt–McDougal. Schoolwide, we have purchased new materials for the students who participate in the After School Extended Day Program. "Finish Line Reading" and "Finish Line Math" are the new materials used during this time.

11. Our new administration has decided to discontinue the Columbia University–Teachers College model of instruction due to insufficient student progress. Since ELLs are required to take standardized exams in ELA, Math, and Science, we offer them equal access to all school programs. After analyzing these standardized test results, it has been determined that most ELLs need additional support to help them meet the promotional standards.

12. All of our ELLs are invited and encouraged to attend our After School Extended Day Small Group Program that is offered in every grade. ELLs are also afforded access to other school improvement programs such as AIS small group instructional groups, a Title III ELL After–School Academy, and summer school.

13. Based on the results of the NYSESLAT, it is evident that all proficiency levels need improvement in reading and writing. The NYSESLAT data helps teachers plan differentiated instruction and group students for targeted instruction. The ESL teacher and classroom teachers focus on improving the reading and writing skills of their ELLs. AIS small groups provide additional instruction in these areas of weakness.

All ELLs have access to the internet using the computers in their classrooms. Our computer teacher also provides lessons to Grades K–5 on a regular basis through the use of our Computer Lab. These lessons focus on the weaknesses of the students in literacy and the content areas, including vocabulary development.

ELLs utilize the dual language glossaries and dictionaries in the school, as well as dual language books housed in our library and ESL classroom.

Note– Please refer to #10 above for the new materials used by ELLs.

14. Native language support is facilitated by the use of dual language books housed in our library and ESL classroom. The ESL teacher speaks Spanish, which helps assist our Hispanic ELLs. There are two teachers and one paraprofessional who speak French and Haitian Creole, which are the native languages of the majority of the ELLs at PS/MS 138.

15. Required services, support, and resources correspond to the ages and grade levels of ELLs. Dual language dictionaries and glossaries, books, hands on manipulatives, audio/visual materials, and computer programs are available to ELLs and are age and grade level appropriate.

16. In March and April, early registration is conducted for parents of incoming students. The ESL teacher conducts interviews with the parents of potential ELLs and refers them to the parent coordinator for information in their

native language. Translators are contacted if needed.

17. All ELLs in Middle School (Grades 6–8) are taught Spanish by a certified foreign language teacher. Sixth graders have Spanish once a week; seventh graders have Spanish twice a week; and eighth graders have Spanish three times a week.

### **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)?

## 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. Classroom teachers on all grades have common prep periods so that professional development, planning, and gathering of data can take place. Professional development of ELL personnel also takes place during after-school workshops and on Professional Development days. The ESL teacher and classroom teachers of ELLs are also encouraged to attend the many workshops pertaining to ELLs offered by the Department of Education throughout the year.

2. Meetings are conducted in the spring with the staff and students transitioning from our elementary school to our middle school. Being as our elementary school and middle school are housed in the same building, there is a smooth transition for the students. Our ELLs have the continuity of the same ESL teacher when they are in middle school. Also, our 5th grade is departmentalized for several subjects, and our 4<sup>th</sup> grade is departmentalized for Literacy. This makes the transition to middle school that much easier.

Several meetings are held for students who will be graduating from 8th grade and going on to high schools throughout the city of New York. Parents of these students are invited to attend as well. Our guidance counselor also holds workshops for these students to explain the high school selection and application process.

3. Teachers are encouraged to attend the minimum 7.5 hours of ELL training. This training is offered through various workshops given by the New York City Department of Education.

## 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 encouraged to participate in all workshops and meetings. Parent workshops and meetings are offered during school hours, after school, evenings, and on Saturdays. Examples of these workshops include: Homework help, Math, Test Prep, Behavior, and Jewelry Making. Refreshments are provided at these workshops, and childcare is offered as needed. Our Parent Coordinator reaches out to the parents of our ELLs and asks for volunteers to help with translation at workshops, PTA meetings, and other school sponsored events.

2. This year, all parents are invited to apply for a "Cool Culture" pass, which allows families to visit museums, gardens, and zoos for free. The applications are available in many different languages so that our ELLs and their families can experience New York City firsthand.

Once again, our school will partner with Cornell Extension to present workshops to parents. These workshops, which focus on nutrition, will be presented by a speaker who is fluent in Haitian Creole and French.

We encourage our ELL families to reach out to the Dial-A-Teacher homework hotline, which is free and available in many different languages.

3. We evaluate the needs of our parents by sending home surveys that inquire about the kinds of workshops that would be of interest to them, the time of day they would be available to attend, and in which language they prefer notifications to be sent home. These surveys are sent home in the native languages of our ELLs.

4. The results of the surveys sent home to parents are evaluated by the administration and the Parent Coordinator in order to plan for workshops and trips that would be beneficial to the needs of our parents. Translators are enlisted whenever possible to help parents of ELLs understand the workshops/meetings, and to make them feel comfortable.

## 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
														L

**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)	6	1	0	1	0	0	0	0	1					9
Intermediate(I)	0	1	0	0	5	2	0	1	1					10
Advanced (A)	1	1	0	0	2	1	5	0	0					10
Total	7	3	0	1	7	3	5	1	2	0	0	0	0	29

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

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

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

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

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

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

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

1. Our school still utilizes the Columbia University Teachers College assessments to ascertain the early literacy skills of our students. In the lower grades (K–2<sup>nd</sup>), a Reading Assessment Profile is kept by the classroom teachers and shared with the ESL teacher. In the upper grades (3<sup>rd</sup>–5<sup>th</sup>), TC assessments for Independent Reading are used to determine the reading level of each student. Acuity ELA Assessments are used in grades 3–8 to measure reading comprehension both diagnostically and predictively.

The data collected based on the aforementioned assessments indicate that ELLs need to improve their reading and writing skills. Knowledge of the specific strengths and weaknesses help teachers drive instruction and added

support where needed.

2. Data patterns reveal that all ELLs in all proficiency levels performed better on the Listening and Speaking Subtests of the NYSESLAT than on the Reading and Writing Subtests. This was evident across all grade levels.

3. The patterns across NYSESLAT modalities are shared with the teachers of ELL students. The ESL teacher, AIS providers, and classroom teachers of ELLs will work with these students to help improve performance in deficient areas.

4.a. The patterns of results on standardized tests indicate that almost all ELLs need improvement in ELA and the content areas, regardless of their proficiency level of English. Students who took the content area exams in their native languages did not perform better than those who took the tests only in English. These results may be due to the fact that the content area exams are not translated into French, which is the language our Haitian students would prefer to use. Taking the content area exams in Haitian Creole was not beneficial to these students, since they do not read or write it.

b. Not applicable.

c. Not applicable.

5. Not applicable.

6. In order to evaluate the success of our programs for ELLs, the ESL teacher collaborates with the classroom teachers of these students regarding progress, curriculum, ESL methodologies, and testing concerns. The ESL teacher continually monitors the progress and language development of the ELLs who have passed the NYSESLAT and those who are still entitled to ESL services.

ELLs are also monitored for progress using New York State standardized tests. Results of the ELA, Math, and Science exams are evaluated for student progress and used to drive future instruction.

## 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 29Q138      **School Name:** P.S./ M.S. 138 Sunrise

**Cluster:** One      **Network:** CFN 110

**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.

PS/MS 138 sends notices home in the parents native language via translated services. Parents needing written notification will have the information translated by one of our staff members that speak their language or languages. The few parents that need this service are determined because of the home language identification form.

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.

At Our findings, it was concluded that we have very few families that need translation. The home language survey tells us if the parent speaks and reads english.

## 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.

Translated services are available upon request. We have staff members that speak, read and write fluent languages other than English. The staff members reflect the needs of the community for the most part. If language assistance services is required we will contact translation services to help with the communication.

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.

When a parent comes in requiring oral interpretation services, several staff members are able to accomodate the need of the parents. Translating will be done in-house.

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>.

Posted in the lobby of our building is the sign stating that we will or can provide translated services. When parents come to our school to communicate about their child, when needed a staff member is contacted to translate. Translated services are available by request. Parent request data is utilized to determine the need for fulfilling Chancellor's Regulations A-663.

## 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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS/MS 138Q	DBN: 29Q138
Cluster Leader: Despina Zaharakis	Network Leader: Daniel Purus
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: 30 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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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: 4 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 3

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The ESL Academy at PS/MS 138Q will run from mid-November to mid-April and will service 30 ESL students and ELL-SWDs in grades K-8. The program will meet on Tuesday and Wednesday afternoons from 3:30-4:45pm. A review of NYSESLAT, ELA and Math data shows that our ELLs are struggling in both ELA and Mathematics. Therefore, Tuesdays will focus on reading and writing skills and Wednesdays will focus on strengthening math skills. On Tuesdays, the students will practice and apply reading strategies with a specific focus on comprehension skills and strategies, vocabulary instruction designed for specific application to content area reading, building academic language, writing, fluency and decoding phonics. On Wednesdays, student instruction will focus on math vocabulary, word problems and a reinforcement of fundamental math skills. Students targeted for the ESL Academy will also remain in our Extended Day Program for increased continuity of instruction. The ESL teacher and content area teachers will rotate groups so that all students receive language development from an appropriately certified ESL teacher each time the program meets. Our hopes are that these students will increase by one proficiency level on the NYS exams and that they will also increase one proficiency level on the NYSESLAT.

Materials to be used include Achieve 3000, Getting Ready for the NYSESLAT, and tiered reading, writing and math activities to meet individualized students' needs.

### 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: The Professional Development program for Title III teachers and other staff emphasizes making content comprehensible for ESL students. It is comprised of strategies for classroom organization, building background knowledge and application, alternate assessments and delivery of instruction. Our goal is to improve student performance by building capacity of all teachers to design and implement a comprehensible, coherent and effective instructional program for all ESL students. The professional development is supplemental and will be facilitated by our lead ESL teacher and Assistant Principal, who have been trained in QTEL and in Margarita Calderon's Ex-ELL. These sessions will take place during Collaborative Thursdays once a month from November to February.

It will include the following:

\*Scaffolding for ELL instruction

\*Incorporating ESL strategies and techniques into content areas (QTEL and QTEL Math)

\*Using ELA and NYSESLAT data to make informed decisions for ELLs

### Part C: Professional Development

\*Vocabulary strategies for building content area language

\*Foldables for spelling, vocabulary and test prep

We will also receive professional development from our CFN#208.

### Part D: Parental Engagement Activities

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

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

Begin description here: The parent engagement activities targeted toward parents of ELLs are part of the whole school approach to an "open door" policy for all families. We believe that parents have the right to participate actively in the teaching and learning their children partake in during the school day. Once the parents see the expectations for teaching and learning, they will be better equipped to supplement and advise their children at home. The Parent Coordinator, PTA, Lead ESL teacher, as well as, school administrators will provide the parental engagement activities. Communication with the parents is a priority at PS/MS 138Q. Parents of ELLs are provided with notifications of upcoming events in their home language when available. Parents are provided with a monthly calendar and a parent bulletin as well as being informed by telephone via the school messenger program of ongoing school community events.

Some of our school-wide parent involvement includes the following:

PTA meetings held on the last Thursday of every month

Breakfast with Santa

Breakfast with the principal

ARIS parent workshop

Curriculum night

Halloween Carnival

Common Core Parent Workshop series

Parents as Partners week (once a month)

School Leadership Team

### Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <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		
Other		
<b>TOTAL</b>		