



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: SAMUEL RANDAL SCHOOL

DBN : 08X138

PRINCIPAL: LORRAINE CARROLL DAWKINS

EMAIL: LCARROL@SCHOOLS.NYC.GOV

SUPERINTENDENT: TIMOTHY BEHR

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Lorraine Carroll Dawkins	*Principal or Designee	
Deborah Martinez-Teran	*UFT Chapter Leader or Designee	
LaKesha Cobbald	*PA/PTA President or Designated Co-President	
Carol Bracero	DC 37 Representative, if applicable	
Paulette Owens	<i>Chairperson/ SLT /Teacher</i>	
Joseph DiCrescento	Co-Chair/ Facilator/ Teacher	
Diane Munro-Morris	Member/Secretary/Teacher	
Leda Goodwin	Member/Parent	
Laura Goodwine	Member/Parent	
Pamela Coleman	Member/ PA / Vice President	
Maria Irizarry	Member/PA-Treasurer	
Mark Green	Member/ Parent	
Tabitha Serrano	Member/Parent	
Geraldine Mitchell	Member /teacher	
Jesus Valdes	Member/ ELL parent	
Lilian Fleshman Whitaker	Member/ Assistant Principal	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

Major Recommendation –(As indicated by theSQR'12)

- *Collection, Analysis, and Utilization of Data page 2 – School leaders should provide professional development to teachers on the collection of data and data analysis to inform instruction. Teachers should use student performance data, both summative and formative, to create instructional groups, design skill -based activities for small groups for students with similar needs and adjust the planned curriculum with a special focus on at risk students and identified subgroup. School leaders should monitor the use of data analysis to inform instruction through formal and informal observation.*

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 2.2 School leader's vision

_____ 2.4 School leader's use of resources

_____ 2.3 Systems and structures for school development

 x 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- By June 2013, teachers will be review and analyze data from student assessment to improve instruction as indicated by improvement in student achievement for identified subgroup students.

Instructional strategies/activities

- a) Strategies: Professional Development will be provided to teachers on how to use data to drive instruction.
- b) Activities: Teachers will engage in collecting data for the following activities not limited to one on the daily basis
 - *Guided reading group,
 - *small comprehension skills groups,
 - *Achieve 3000,
 - *RAZ Kids- Reading and Writing A-Z program
 - *Wilson and *Reading Reform instruction.
 - *Teacher will form comprehension skills groups based on Reading Reform in K-2, Acuity in grades 3-5, Literacy by Design guided reading
- c) Key Personnel: administration, teachers, coaches, NYS SESIS, and Fordham PSO staff
- d) Targets: Two performance level increases as evident by Fountas and Pinell and DRA2 running record levels which will support Interim short/long term reading goals
- e) Timeline: During each marking period throughout the academic year progress will be monitored

Budget and resource alignment

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

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Focus_____

Service and program coordination

3. Funds will be also utilized to

- Provide ongoing training for teachers through administration and coach from the end of August 2012 through June 2013 to ensure effective implementation of instructional programs.
- Provide educational consultants (Learn It) for identified sub group students from February to April. RazKid(Voyager Learning) Professional Development in

January 2013.

- To identify appropriate instructional materials for literacy services.(Literacy by Design(textbook), Rally, Curriculum associates and On My Way to English(textbook).
- To allow inquiry teams and teacher teams to meet to discuss student work to make schoolwide instructional changes.
- On professional development days teachers will engage in various workshops on explicit instruction, question techniques for higher order thinking and using data to drive instruction for PreK thru 5.

Service and program coordination

Funds will be utilized to

- Provide ongoing training for teachers through administration and coach from the end of August 2012 through June 2013 to ensure effective implementation of instructional programs before, afterschool and on Saturdays.
- Provide educational consultants (Learn It) for identified subgroups students from February to May.
- To identify and purchase appropriate materials for literacy instruction.(Literacy by Design (textbooks),On My Way To English(textbooks), and A-Z learning accounts)
- Afterschool program will address the needs of student in the identified subgroups on Thursday/Friday from October to April.
- Saturday Program will address the needs of student in the identified subgroups every Saturday from October to May
- To allow inquiry teams and teacher teams to meet to discuss student work to make schoolwide instructional changes. To ensure a seamless instruction in the literacy program, teacher will utilize the Atlas Rubicon.

Service and program coordination

7.. Funds will be also be utilized to

- Provide ongoing training for teachers through administration and coach from the end of August 2012 through June 2013 to ensure effective implementation of instructional programs before, after school and on Saturdays.
- Provide educational consultants (Learn It) for identified subgroup students from February to April.
- To identify appropriate instructional materials for literacy services (Literacy by Design (textbooks)and On My Way to English(textbooks).
- To allow inquiry teams and teacher teams to meet to discuss student work to make schoolwide instructional changes

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

Major Recommendation (As indicated by the SQR'12)

- *Infrastructures for student success page 4 and 5 The School leader should provide a parent survey to determine the needs and interests of parents/guardians of all students including ELLs and students with disabilities in order to inform the planning of parent activities and encourage greater participation.*

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

- ___ 6.2 Welcoming environment ___ 6.4 Partnerships and responsibility
- ___ 6.3 Reciprocal communication X 6.5. Use of data and families

Annual Goal #5

- By June 2013, parental involvement and engagement will increase by 1 % as indicated by attendance sheets from all parent activities

Strategies to increase parental involvement and engagement

10. All schools should cite strategies to increase parent involvement and engagement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 13 through 15 in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Strategies: To work with parents and families to participate in the different types of workshops provided to them
 - b) Activities:
 - *Common Core Math,
 - *Common Core ELA(Guided Reading, Reading Reform)
 - * Family Literacy Nights, (Children as Authors, Storybook Nights).
 - *Computer Assessment (Starfall, Achieve 3000, Acuity, RazKids Envision, and ARIS)
 - * How to help students with homework and projects
 - *Magic of Science
 - * All about IEP
 - c) Key Personnel:: Administration, Math Coach , Data Specialist, IEP Teacher Classroom teachers and Parent Coordinators
 - d) Target: Teacher will conduct and be aware of all academic workshops provided to parents and families. Teachers will look for student growth through projects and computer assigned activities.
 - e) Timeline: Monthly.

Budget and resource alignment

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

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

- Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here:Focus

Service and program coordination

14 Parents will engage in monthly workshops provided by the social worker and utilize computer programs..

Funds will be also utilized to

- Provide workshops from Educational consultants (Learn It) for parents.

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	Comprehension Skill Building Push-in Literacy Support	15:1 Small group 6:1	Afterschool and Saturday Institute Push in
Mathematics	Building Common Core Skills	Small group 15:1	Afterschool and Saturday Institute
Science	Cluster Program for grades 3 and 4	Whole class	During the Day
Social Studies	Cluster Program for grade 5	Whole class	During the Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling by social worker and guidance counselors	1: 1 or 3:1	During the day

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

The school will utilize the Teach for America and Human Resource to identify qualified teachers. Provide funding for uncertified teachers to take course and workshops to become highly qualified teachers. Professional development is provided at least two times a week in different subjects and strategies during common preps and 50 minute staff development. The assistant principal in charge of literacy offers afternoon series on the different aspects of an effective ELA program for elementary schools which open to all staff members. Math coach provides “lunch and learns” to update teachers with new math techniques. All teaching staff will be provided with ongoing training in explicit instruction. Newly hired pedagogue for English Language Learners attended workshops provided by the Fordham PSO for the ELLs.

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

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

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

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, as well as parent members of the School Leadership Team, were consulted on the

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

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

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

- holding an annual Open House
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center with instructional materials for parents;
- hosting events to support children, parents/guardians, grandparents and foster parents;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter designed to keep parents informed about school activities and student progress.

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012–13

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Marge Struk	District 08	Borough Bronx	School Number 138
School Name Samuel Randall			

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

Principal Lorraine Carroll Dawkins	Assistant Principal Lilian Fleshman Whitaker
Coach Brigitte Hargett	Coach type here
ESL Teacher Sandra Moreta ELL 3–5	Guidance Counselor Barbara Godwin
Teacher/Subject Area Janet Perritano/ Literacy	Parent type here
Teacher/Subject Area Lana Perez/EL LK–2	Parent Coordinator Mildred Jimenez
Related Service Provider Paulette Owens	Other Darlene Stokes McWhales
Network Leader Marge Struk	Other Deneen Davis, Testing Coord

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		Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	
Number of content area	1	Number of special		Number of teachers of ELLs	

teachers with bilingual extensions		education teachers with bilingual extensions		without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	966	Total Number of ELLs	59	ELLs as share of total student population (%)	6.11%
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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. [i](#)

1. There are several steps followed to identify students as English Language Learners (ELLs) at P.S. 138. First, the Home Language Survey is administered by Ms Santana, a spanish speaking pedagogue assisted by Ms Ochoa, spanish speaking pupil accounting secretary. Then an informal oral interview in English and in the native language is administered. Next, the testing coordinator, Ms Deneen Davis, interprets the surveys to determine the student's eligibility for LAB-R testing. Ms Perritano or Ms Garcia bilingual teachers conduct informal interviews of students. Ms Davis then administers the LAB-R test to eligible students and hand scores them to determine the student's eligibility for ESL services. If a student is eligible for ESL services, then a Spanish LAB is administered by a spanish speaking teacher, Ms.Perritano or Ms Garcia. This is all done within 10 days of a student's admittance.

Annual evaluations for English Language Learners in grades 3–5 include an ELL Interim Assessment. The NYSESLAT is given to all ELL students in the spring. Before the NYSESLAT, a testing schedule is created by the testing coordinator, Ms. Davis. Next, test conditions, such as walls being covered, go into effect. Lastly, the ELL teachers, Ms. Moreta, Ms. Perez, Ms Garcia and Ms.Perritano administer the test. ELL teacher and bilingual teacher use the RLAT and RNMR ATS reports to determine eligibility.

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

3. Ms Jimenez fills out, copies and distributes the Entitlement Letters. The Continuation Letters are completed, copied and distributed to students in September. Copies are kept in the ELL office. Newly Entitled Letters, completed after LAB–R testing by testing coordinator, are copied and distributed to parents. The copies are kept on file in the main office.

Ms. Jimenez calls parents of newly entitled ELLS to set up an appointment to meet at the school, view the Parent Orientation video and fill–out the Parent Selection Form. At the Parent Orientation Meeting, parents view the video, "Orientation Video for Parents of Newly Enrolled English Language Learners," in the language of their choice, describing the three program choices offered. The parent coordinator distributes bilingual academic and social materials including calendars and emergent readers to provide support to ELL parents and students. They then fill–out the Parent Survey and Program Selection form. Teachers of ELLs are diligent about contacting parents for face–to–face meetings, even when it requires multiple phone calls. If a parent cannot attend the Parent Orientation Meeting, parent coordinator conduct a phone interview in order to complete the Parent Survey and Program Selection form. The copies are kept on file in the ELL office and the originals returned to the student's cum record file.

4. The teachers of the ELLs and the Parent coordinator communicate with parents. The majority of parents have been choosing Freestanding ESL as their first program choice. On the occasion that a parent chooses a Transitional Bilingual or Dual Language Program, every effort is made to procure an acceptable placement in a local school. Thus far, parents have opted to remain at P.S. 138 in a Freestanding ESL Program. Request for TBE are kept on file. If and when the required number of parent request is collected, a bilingual class will open for those grades (15 students of the same language in two contiguous grades.)

5. After reviewing the Parent Survey and Program Selection forms for the past few years, we noticed that the

trend is that parents are selecting a Freestanding ESL Program model as their first choice of program placement for their children. Our school is offering an ESL program in compliance with parents' preferences. In 2012-13, the trend thus far in the parent selection surveys is as follows: All parents chose Freestanding ESL as their first program choice.

6.N/A

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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 type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>
				12	<input type="checkbox"/>						

This

school

offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	59	Newcomers (ELLs receiving service 0-3)	44
		Special Education	12

Number of ELLs by Subgroups					
		years)			
SIFE		ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	44		5	14		7	1			59
Total	44	0	5	14	0	7	1	0	0	59

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ___

Asian: ___

Hispanic/Latino:

Native American: ___

White (Non-Hispanic/Latino): ___

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	9	10	8	7	21								57

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						1								1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												1
TOTAL	2	10	10	8	7	22	0	59						

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

A. Programming and Scheduling Information

least restrictive environment?

1a. The combination of Self Contained and pull-out program ensures that students receive the state mandated time of ESL instruction: beginning and intermediate level students are given ESL services for 360 minutes per week, and advanced students are given 180 minutes of ESL services per week.

There is one common branch with bilingual extension and one bilingual common branch work with the grades as follows: Ms. Perez teaches grades K through 2 and Ms. Moreta teaches grades 3 through 5. Each teacher teaches all proficiency levels in her designated grades. All beginning and intermediate level students are given ESL services for 360 minutes per week, and advanced students are given 180 minutes of ESL services per week.

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

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

3. Instructional approaches and methods that are used include: visualization, TPR, graphic organizers, use of pictures, realia, modeling, one-to-one conferencing, think-alouds, shared and guided readings, shared writing, and tasks such as think-pair-share, which helps students make connections, providing a print-rich environment, modeling language through discussion, reading with focus questions, language experience stories, exposure to various kinds of reading comprehension questions such as DBQ and questions dealing with reading tables, graphs and maps. Teachers deliver direct instruction in academic and social vocabulary. Pictures and dramatization are

A. Programming and Scheduling Information

methods used to make content comprehensible. Students are encouraged to ask and answer questions, have discussions and sharpen metacognitive skills with such questions as, "What didn't I understand?," "What have I learned?," and "What are the most important ideas?" The Rigby program "On our Way to English" is used to teach content area vocabulary and concepts that are aligned to the curriculum. It has an oral language and phonics component and incorporates manipulative chart, songs, chants and phonics.

4. When a student scores under the cut off score on the English Lab-R , he or she is administered the Spanish Lab test. The test are hand scored and the results determine the students' native language literacy skills.

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

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

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

A. Programming and Scheduling Information

materials including reading and writing assignments.

5d. For students with 7 years of service long-term Ells, we will assess their needs and develop an educational plan based on the student’s individual needs. The plan includes guided reading groups, language development, use of graphic organizers, and explicit vocabulary instruction. Shared and independent reading and writing will also be taught. Instruction in the Reading Reform phonics program can be used when appropriate.

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

7. There are several ELL–SWD in grades 3 to 5 this year, so they are serviced by the common branch teacher with bilingual extension for mandated number of ESL instructional hours to entitled students. Students from grades k–2 that are ELL–SWD's are serviced by the bilingual common branch teacher.

Courses Taught in Languages Other than English ⓘ

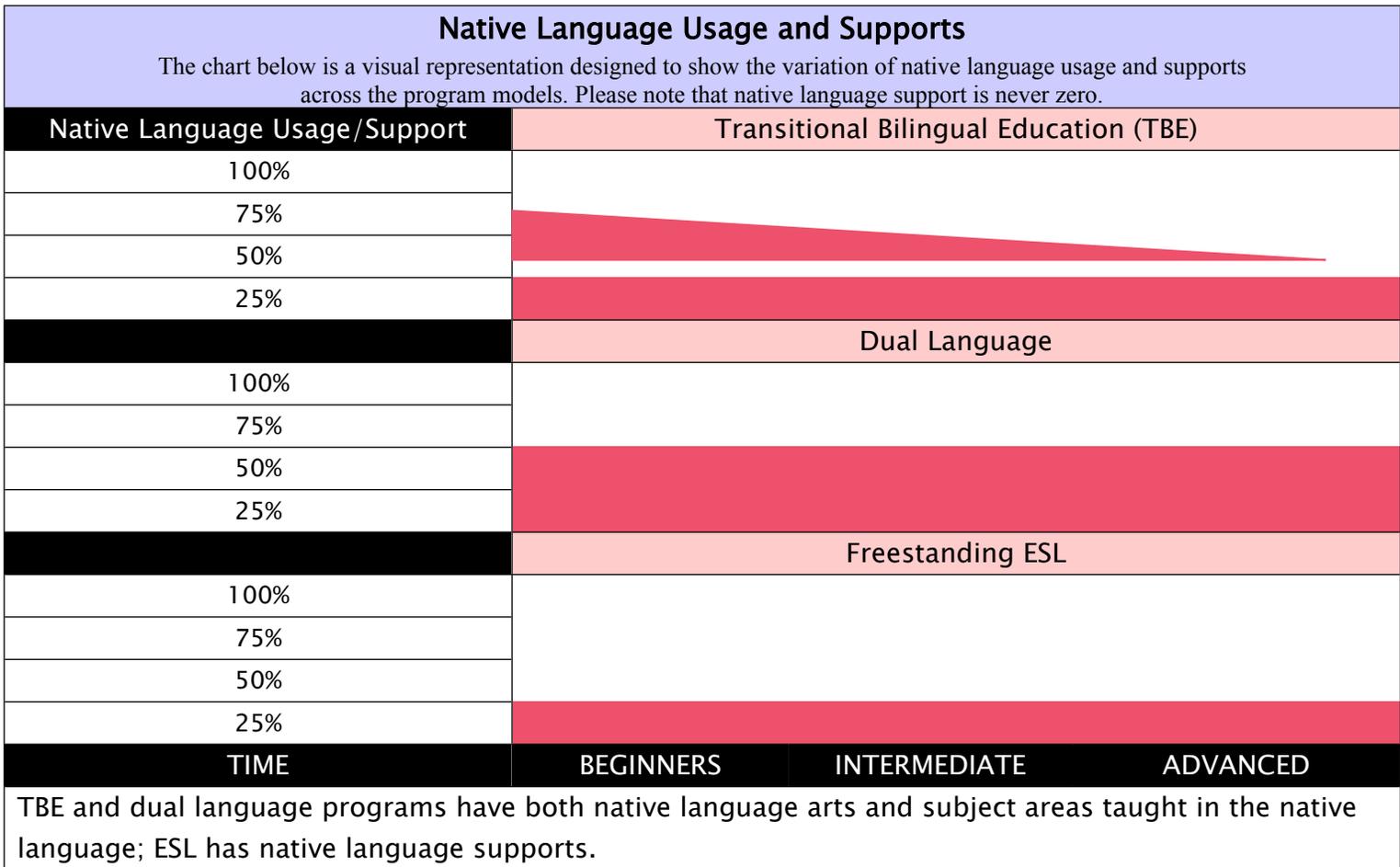
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

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

8. Some of the targeted intervention programs for all ELL sub-groups in ELA and Math and other content area instruction are: the 50 minute extended day program and the Saturday program. Guided reading groups as well as phonics instruction ,Reading Reform Program and Wilson is provided. Reading and writing strategies are a focus, including the learning of sight words, phonics, test prep and content area materials. English is the language of instruction. The Rigby "On Our Way to English," program is utilized in its entirety for students with 0-7years.

9. The plan for continuing transitional support (2years) for ELLs reaching proficiency is through small group instruction supporting their preparation for New York state exams.

10. English Language Learners attend the 50 minute extended day program instruction in phonemic awareness, decoding skills and strategies for nonfiction text, Thursday /Friday program provides small group instruction in math. Saturday programs provides small group instruction in literacy and math. Learn It program will provide instruction in the Common Core Learning standards for ELA in a small group setting for ELLs by former teachers. All communications are sent with native language translations, and bilingual interpreters are used when necessary. In addition, ELL students also participate in school performances with the general school population.

11. N/A

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

13. ELL services and resources correspond with ELLs ages and grade levels. Grade level materials are utilized in the Rigby "On Our Way to English" program. Other materials such as games and pictures are age and grade appropriate. Teachers use grade level pacing calendars and curriculum maps when planning and consult with classroom teachers. Teachers work on classroom lessons and materials using scaffolding techniques and vocabulary development. Pictures, realia, and TPR techniques are used. Common Core State Standards are utilized. As well as computer program which includes Starfall, RAZkids, Reading A-Z, Achieve 3000, Vocabulary A-Z, Writing A-Z, Pearson, Coolmath games, ABCYA, and other are used.

14. Bilingual students are paired with newcomers to offer native language support. Cognate and vocabulary

picture word walls are used as well as bilingual dictionaries. Students are given books in their native language. Translations are provided when necessary.

15. Learn It program is designed to help support all ESL students in the Common Core Learning Standards. Use of test prep materials and On Our Way to English has support materials to help our students daily.

16. Currently, PS 138 does not have activities in place before the beginning of the school year to assist newly enrolled students; however, PS 138 does have several activities to assist ELLs at the start of the school year and during the school year. These include parent orientation breakfasts, open school night, parent- teacher conferences, contacting parents to inform them of their child's progress and suggestions for parental support and the pairing of newcomers with bilingual students to assist them.

17. PS 138 does not currently offer language electives.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

1. Teachers of ELLs are continually attending professional development workshops at Fordham PSO. The schools addresses the needs of ELLs in the literacy and numeracy staff development workshops.

2. Teachers of ELLs to help students develop skills they will need in middle school such as: note taking techniques, listening skills, filling out graphic organizers and following multi-step directions. They provide direct instruction in content area vocabulary and materials and use data to analyze students' strengths and weaknesses on standardized tests.

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

E. Parental Involvement

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

1. Parents of ELLs are involved in their children's education in several ways. A breakfast and lunch are held for parents of ELLs in which parents are given an orientation and provided with information and materials to support them and their children. Parent orientations are given for parents of newly admitted ELLs and the orientation video is shown. They have the opportunity to speak with the teachers and ask questions. Parent newsletters and phone messages through the school messenger program are sent out bilingually. Posters offering translation services are displayed at the main entrance. Additionally, translation services are available during parent-teacher conferences, the open-house, parent/teacher meetings and phone conferences. A bilingual parent workshop is conducted to explain the NYSESLAT. The parent coordinator distributes study guides and various materials for use at home in English and Spanish.

We are in the process of working with Learn It. They will provide educational services for students and parent workshops.

2. PS 138 will be using Title I Priority- Focus Funds to work with an outside agency, Learn It, to provide workshops for ELL parents. They will also provide tutoring for students and small group instruction during the day. The Society of the Educational Arts provide bilingual theater show inside the school and at the locations for parents to attend. The school uses a translation service to translate documents and letters when necessary. The remainder is accomplished within the school with the assistance of the parent coordinator. By June 2013, parental involvement and engagement will increase by 1 to 3% as indicated by attendance sheets from all parent activities.

theater show inside the school and at the locations for parents to attend. The school uses a translation service to translate documents and letters when necessary. The remainder is accomplished within the school with the assistance of the parent coordinator.

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

4. Parents and Administration provide surveys for parent two times a year to inform the school of what workshops they would need to help their children at home. Also during the bilingual workshops the opportunity is afforded for discussions pertaining to issues and questions that parents may have about the instructional program,

student progress . Parents are invited to attend ESL field trips and in house bilingual theater shows. The Parent Coordinator is bilingual and reaches out to and is available to ELL parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	4	3	5	2	7								23
Intermediate(I)	0	0	3	2	3	5								13
Advanced (A)	0	6	4	1	2	10								23
Total	2	10	10	8	7	22	0	0	0	0	0	0	0	59

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	1	2		9
4	8	7	0		15
5	4	10	1		15
6					0
7					0
8					0

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
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	4		5		2				11
4	7		11		2				20
5	2		7		6				15
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	8		4		8		1		21
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. PS 138 uses Fountas and Pinnell and DRA2s to assess the early literacy skills of ELLs. This data is used to place students in guided reading groups and evaluate the need for instruction in phonemic awareness, reading comprehension, and particular reading skills and strategies. Fountas and Pinnell levels are updated throughout the year to reflect student progress and flexible ELL groupings and independent and guided reading texts are changed to reflect their growth.

2. Across grade levels, many students scored intermediate, advanced or proficient, on the listening/speaking portion of the NYSESLAT. Listening and speaking are natural language skills used in every day communication . Therefore, students naturally practice those skills. More students scored on the beginning or intermediate levels on the reading/writing portion of the test than on listening/speaking, although some did score advanced or proficient in this area. Many students in the upper grades scored on the beginning through intermediate levels in reading and writing.

3. The implication this data has on instruction is that reading and writing skills need to be emphasized across the grades. Instruction must be differentiated in order to meet the needs of all learners. When students score at the beginning level of reading and writing, focus should be placed on learning sight words, word walls, phonics through songs and the Reading Reform phonics program, flash cards, and shared and guided reading and writing. Modeling including think-alouds and use of graphic organizers as well as elements of the workshop model such as turn-and-talk and mini-lessons on specific strategies will be implemented. To build on students' strengths, a connection will be made between the listening/speaking modality and the reading/writing modality. This will be accomplished using language experience stories, modeling, tapping into and building on students' prior knowledge through questioning and discussion. Teachers will chart students' responses to illustrate the connection between speaking/listening and reading/writing. Students engage in activities such as picture-walks, retelling, responding to a piece of literature or news accounts, offering opinions and describing characters and events. Teachers will also enhance critical thinking skills through questioning and discussion.

4a. Most students elect to take tests in English with bilingual dictionaries and a native language test is used as a translation guide. They also have the use of bilingual glossaries.

4b. Teachers of ELLS use the results of the Periodic Assessments as a gauge to inform their teaching. The results of the Periodic Assessments have revealed that students' listening skills are stronger than their reading and writing skills. The results of this assessment show that they need more instruction in reading comprehension and writing.

In order to enhance students' reading skills and strategies, teachers use several approaches such as guided reading and read alouds to teach reading comprehension strategies. They utilize think alouds to model reading skills and strategies. They also use readings and comprehension questions from independent readings and shared readings. Some of these are part of the NYSESLAT test prep materials. This affords students practice in the types of passages they will encounter on the NYSESLAT. Beginners are included in Reading Reform phonics instructional program. Teachers will enhance students' writing skills through the use of graphic organizers, shared writing and modeling.

4c. The results of the periodic assessment reveal that students need to strengthen their reading and writing skills. Bilingual dictionaries and glossaries are utilized. Translations are provided when necessary.

5. N/A

6. We evaluate the success of our ELL program by analyzing the data from NY State exam, Acuity, unit test, teacher made exams and NYSESLAT. We also assess students by teacher observation, growth in Fountas and Pinnell reading levels and students' performance on class project, assignments and unit assessment. Students' writing is evaluated and teachers conference with students to improve their writing. Results and positive gains on ELA and math as well as other tests are evaluated and used to inform instruction. Data on ARIS and Acuity is consulted to inform teachers of students' previous scores on ELA and Math and to get an item analysis in order to inform instruction. Teachers devise lessons according to the data in the Acuity and teacher observations and collaboration with classroom teachers.

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.

P

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/17/13
	Assistant Principal		1/17/13
	Parent Coordinator		1/17/13
	ESL Teacher		1/17/13
	Parent		1/17/13
	Teacher/Subject Area		1/17/13
	Teacher/Subject Area		1/17/13
	Coach		1/17/13
	Coach		1/17/13
	Guidance Counselor		1/17/13
	Network Leader		1/17/13
	Other		1/17/13

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: **08x138**

School Name: **Samuell Randall**

Cluster: _____

Network: **551**

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

Part A: Needs Assessment Findings

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

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

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

We found that based on our students' population 966 students about 5% of the parents request school information in Spanish through school survey.

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Samuel Randall	DBN: 08x138
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The ELL students have been identified as a subgroup that is in need of improvement based on the scores for the past two years in ELA State Exam. Students in grade 3, 4, and 5 will be served. The Saturday ELA, Math and Science At Risk Institute is on Saturdays from 9 to 1 from October to June. This program is designed to help ELL academic performance in preparation for the English Language Arts test, NYSESLAT, Science and State Math test. Scaffolding strategies such as modeling, bridging, schema building and the use of graphic organizers help the ELL students better utilize the test preparation materials test and meet NYS Standards and NYC Standards and Common Core standards. Different types of materials meet the varied learning modalities of our ELL Students. A highly qualified common branch teacher works the ELL teachers weekly to plan, delivers the instruction in English. Literacy, Math and Science strategy books developed by Options are utilized for the students in the program. The Thursday -Friday Program works with students in mathematics from 3:10-4:40. We use Common Core Clinic Materials by Options. A highly qualified common branch teacher whose is presently seeking the ESL extension to her license, works the bilingual teacher for grades 3-5, daily to plan, delivers the instruction in Math strategy books developed by Options are utilized for the students in the program. Tech4Learning will come in to prepare students for digital storytelling in Elementary school and Animation Across the Curriculum which will enhance the ELL students writing skills, and elements of a story.

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: Bilingual teachers attend professional development workshops including BETAC workshops. During common prep periods on Monday afternoon, they will turnkey strategies and information learned at these workshops with classroom teachers and other staff members. Workshops will be give at Fordham. Literacy Assistant principal works with nthe Bilingual teachers on Literacy instruction for the ELL's. She meets with them on the weekly basis for 45 minutes. Explict Instruction, Balanced Literacy, Guided reading, aligning the Common Core Standards with instruction

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

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

ELA Strategies

Math Strategies

Science Strategies

Test Taking Skills

Literacy through Art

Math Through Art

These workshops will be provided by the administration, bilingual teacher and Math Coach. Newsletters and phone messenger will be utilized to inform the parents.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be 		

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.
supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		