



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** PS 136Q – ROY WILKINS  
**DBN (i.e. 01M001):** 29Q136  
**Principal:** MS. TANYA S. T. WALKER  
**Principal Email:** TWALKER@SCHOOLS.NYC.GOV  
**Superintendent:** MR. LENON C. MURRAY  
**Network Leader:** DR. JOANNE JOYNER-WELLS

**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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Ms. Tanya Walker	*Principal or Designee	
Ms. Kenya Purvis	*UFT Chapter Leader or Designee	
Ms. Sharlina Goveia	*PA/PTA President or Designated Co-President	
Ms. Ramella Hargrove	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Ms. MaryHelen Holcombe	CBO Representative, if applicable	
Ms. Lorraine Powell	Member/ UFT	
Ms. Kemaleeka Davidson	Member/ UFT	
Dr. Linda Reese	Member/ UFT	
Ms. Jennifer Graham	Member/ Parent	
Ms. Mariah Harris	Member/ Parent	
Ms. Sharon Jones	Member/ Parent	
Ms. Imani Jackson	Member/ Parent	
	Member/	

\*\*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 which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

Grades K-2 will demonstrate a ten percent (10%) increase of students meeting or exceeding benchmarks as measured by Fountas and Pinnell Independent Reading Levels and assessments by June 2014, while students in Grades 3-5 will demonstrate a 3% increase in their ELA performance as measured by the 2014 End of Year School Assessment and Reading Level

### Comprehensive Needs Assessment

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

Approximately 49% of our students in Grades K-2 are reading on or above grade level as measured by the Fountas and Pinnell Assessments. Similarly, nearly half of all students in the lower grades are currently demonstrating proficiency in the areas of phonemic awareness, fluency, letter recognition, sight words, spelling and comprehension. Based on the data from the 2013 NYS ELA exam, in Grades 3-5, we have experienced a sharp decrease in the number of students meeting and/or exceeding proficiency levels (3 & 4) on the NYS ELA scores for 2013 in comparison with the scores for 2012. These results were also reflected on our 2013 progress report in the areas of performance and progress.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

- 1) Instructional plans will be modified/enhanced for student subgroups and targeted individual students
- 2) Students in the lowest third subgroup are receive extra support from Cluster teachers each day in ELA
- 3) Special education teachers plan cohesively with general education teachers to share best strategies

#### B. Key personnel and other resources used to implement each strategy/activity

- 1) Professional learning teams and administrators will share strategies and feedback on lesson planning
- 2) Scheduling has been structured for Cluster teachers to be able to work with students
- 3) Common preps and meeting times are built into the schedule for each grade weekly

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1) Observation ratings for teachers will reflect an increase in differentiation strategies
- 2) Students will show growth on Fountas and Pinnell reading benchmarks and school assessments
- 3) Common preps and meeting times are built into the schedule for each grade weekly

#### D. Timeline for implementation and completion including start and end dates

- 1) The implementation will begin in August 2013, and end in June 2014
- 2) Cluster teachers will begin working with students in September 2013, and end in June 2014
- 3) The schedule goes into effect for each grade weekly beginning September 2013 and ending June 2014

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 4) Professional development and planning times are built into the schedule (no other budgetary resources are needed)
- 5) Programming for cluster teachers are built into the schedule ( no other budgetary resources are needed)

6) Common preps and meeting times are built into the schedule (no other budgetary resources are needed)

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- In our effort to improve literacy instruction and achievement for the grade bands of Kindergarten through grade 2 and Grades 3 through 5, our school will employ strategies to increase parental involvement that will ultimately improve parent understanding of the ELA curriculum such as:
  - a) Supporting parents and providing literacy materials and training to help parents work with their children to improve comprehension and reading improvement ;
  - b) fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
  - c) providing assistance to parents in understanding NYS ELA assessments

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
----------	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

## **Goal and Action Plan #2**

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

### **Annual Goal #2**

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

Grades K-2 will demonstrate a ten percent (10%) increase in the number of students meeting or exceeding benchmarks as measured by Envisions Unit Examinations by June 2014, while students in Grades 3-5 will demonstrate a 3% increase in their Mathematics Performance as measured by the 2014 End of the Year School Assessment

### **Comprehensive Needs Assessment**

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

Data indicates that nearly 50% of our students in Grades K-2 are currently meeting grade level benchmarks for mathematics as measured by the Envisions Pearson Learning System Unit and Benchmark Assessments. Similarly, nearly half of all students are demonstrating proficiency through classroom observation and assessments involving number sense and operations, measurement, problem solving, statistics and other mathematical strands. Data from the NYS Math exam for Grades 3-5 shows that our school has experienced a sharp decrease in the number of students meeting and/ or exceeding proficiency level on New York State Mathematics Exam scores for 2013 in comparison with the scores for 2012. This data is reflected in our performance on our 2013 Progress Report.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

- 1) Envisions assessments will be used to identify strengths and needs of each student so that teachers can target subgroups effectively in small group sessions
- 2) Students in the lowest third will receive extended day support in Mathematics to target student needs
- 3) Our special education and ELL teachers plan cohesively with general education teachers so that math instruction is effective in all classrooms for all subgroups

**2. Key personnel and other resources used to implement each strategy/activity**

- 1) Professional development sessions for Envisions will be provided, as well as class materials and assessments for each student (including enrichment and remedial accommodation to reach all subgroups)
- 2) Data specialist and classroom teachers will access data, classroom teachers will provide extended day small group instruction
- 3) Special Education and ELL teacher will have common planning time with general education teachers

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- 1) Student achievement will be measured by Envisions unit assessments for each topic area, special attention given to progress of subgroups
- 2) Students in the lowest third performance levels of the school will have assessments tracked and evaluated for progress
- 3) Unit exams and classroom exams will show progress for ELL and special education students

**4. Timeline for implementation and completion including start and end dates**

- 1) Small group instruction with Envisions math materials will begin in September 2013 and culminate in June 2014
- 2) Extended day small group instruction will begin in September 2013 and end in June 2014
- 3) Programming for common planning time begins in August 2013 and ends in June 2014

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- 1) Small group instruction is scheduled daily within the Envisions math period
- 2) Extended day small group instruction is scheduled into the school day, for 75 minutes per week
- 3) Programming for common planning time is built into the master school schedule

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- In order to increase parent involvement and engage parents in initiatives to improve mathematics achievement, our school will employ strategies as noted below:
  - a) **Mathematics workshops and materials geared to help parents work with their children to improve their achievement in mathematics**
  - b) **providing parents with the information and training needed to effectively support mathematics instruction in the home;**
  - c) **fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's mathematics progress;**
  - d) **providing assistance to parents in understanding the New York State Mathematics assessments;**

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

Students in our identified sub groups, including Special Education, English Language Learners, Lowest Third related to overall performance and African-American Boys, will demonstrate a 5% increase in the number of students meeting and exceeding proficiency levels (3 &4) on the end of year school wide assessments in ELA and Mathematics administered in June 2014

## **Comprehensive Needs Assessment**

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

After conducting our review, based on evidence from the 2013 School Progress Report, we concluded that we can raise the overall performance levels of the students in our school by closing the achievement gaps of our subgroups, specifically Special Education and English Language Learners. Although we have made gains from the previous year for all students, data shows that we must work more efficiently to help students with IEP's and English Language learners become proficient in ELA and Mathematics. **According to our school report card and progress report, we are a school in good standing in all areas, and it is crucial that we closely examine the instructional techniques and strategies to help our Special Education students improve in both English Language Arts and Mathematics.**

## **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

### **4) Strategies/activities that encompass the needs of identified subgroups**

- 1) A teacher team focus group is studying strategies to raise achievement for students with IEP's, ELL students, African American boys and students performing in the lowest third of the school
- 2) Students in the lowest third of the school receive extra teacher support in ELA and small group instruction daily in Mathematics
- 3) Unit and lesson planning will incorporate accommodations and modifications for students with IEP's , lowest third, and ELL students
- 4) A club was formed to meet the needs of African-American boys, including Reading, math and college readiness

### **5) Key personnel and other resources used to implement each strategy/activity**

- 1) ICT teachers, special education teachers, and the ELL teacher will participate on the teacher team
- 2) The cluster teachers are programmed to provide extra support for students in the lowest third of performance
- 3) Special education, ICT, ELL and general education teachers plans strategically for sub group achievement
- 4) The boys club facilitator is provided time in the master schedule to meet with the boys

### **6) Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- 1) Student's with IEP's , ELL's , students in the lowest third and African American boys will show improvement on benchmark assessments, Envisions unit tests and Common Classroom assessments
- 2) Students in the lowest third will make progress on benchmark assessments, Envisions unit tests, and common classroom assessments
- 3) Lesson planning will reflect modifications and accommodations for students students with IEP's , lowest third, and ELL students
- 4) African American boys will show progress on benchmark assessments, common classroom assessments and in citizen ship as well

### **7) Timeline for implementation and completion including start and end dates**

- 1) Teacher team sessions are held weekly beginning in September 2013 and culminate in June 2014
- 2) Cluster teacher small group support and instruction will begin in September 2013 and end in June 2014
- 3) Unit planning with accommodations and modification for subgroups will begin in August 2013 and ends in June **2014**
- 4) The boys club will begin in September 2013 end culminate in June 2014

### **8) Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- 1) Teacher team sessions are scheduled into the school program each week (Tuesday afternoons)
- 2) Periods for cluster teachers to instruct students are programmed into the prep schedule
- 3) Programming for common planning time is built into the master school schedule
- 4) Boys club is scheduled into the monthly calendar

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Understanding the needs of students in these special populations and/or target groups, our school will engage in a variety of approaches and strategies to increase parental involvement such as:

- a) **Workshops that provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children on topics such as “Improving Instruction for Boys”, How to Work with Students with Special Needs, etc;**
- b) **The Parent Coordinator will work with school to staff to provide workshops on Understanding Universal Design for Learning and the NYC Special Education Reform initiative, We will work to foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;**
- c) **Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;**

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

We will increase and improve communication with parents as evidenced by an overall increase in parent participation in school wide events and workshops by at least ten percent over the school year.

**Comprehensive Needs Assessment**

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

Based on the 2013 School Learning environment survey, and our latest Quality Review feedback, communication with parents is an area in which we can improve the overall quality of interactions and parent involvement within our school.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**4) Strategies/activities that encompass the needs of identified subgroups**

- 1) CCLS workshops for all grade levels will be publicized and held at the school, with an emphasis on outreach to parents of students with IEP’s , ELL’s and those in the lowest third of performance
- 2) Progress reports will be sent to parents, in addition to the Open House, and report cards and parent teacher conferences to communicate with parents of IEP students, ELL’s and those in the lowest third performance category about academic progress
- 3) Grade specific websites have been created for all grade levels so that the school can communicate information with parents, as well as resources for specific subgroups

<b>5) Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1) Teachers and administrators will facilitate the CCLS workshops</li> <li>2) Teachers will complete the progress reports, and provide up to date academic information about each child</li> <li>3) Each grade will have a webmaster to update information and resources for parents</li> </ol>
<b>6) Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1) Parent participation at CCLS workshops will increase by at least ten percent</li> <li>2) One hundred percent of parents will have access to student progress information about each child</li> <li>3) One hundred percent of parents will have access to web information and resources at each grade level</li> </ol>
<b>7) Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1) Parent workshops will be held each month beginning in September 2013 and ending in June 2014</li> <li>2) Progress reports, parent conferences, and or report cards are held/ distributed in October, November, January, March, April and June</li> <li>3) Grade websites are created in September 2013, and updated intermittently until June 2014</li> </ol>
<b>8) Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>1) Parent workshops will provide books and other materials for parents to use with students</li> <li>2) Teachers use assessments to provide progress report information</li> <li>3) Grade websites are updated using the school calendar, grade curriculum items and other important grade wide data</li> </ol>

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> <li>• Understanding the needs of students in these special populations and/or target groups, our school will engage in a variety of approaches and strategies to increase parental involvement such as: <ol style="list-style-type: none"> <li>d) <b>Workshops that provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children on topics such as “Improving Instruction for Boys”, How to Work with Students with Special Needs, etc;</b></li> <li>e) <b>The Parent Coordinator will work with school to staff to provide workshops on Understanding Universal Design for Learning and the NYC Special Education Reform initiative, We will work to foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</b></li> <li>f) <b>sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</b></li> </ol> </li> </ul>

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **5) Strategies/activities that encompass the needs of identified subgroups**

1.

#### **6) Key personnel and other resources used to implement each strategy/activity**

6.

#### **7) Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

#### **8) Timeline for implementation and completion including start and end dates**

1.

#### **9) Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

### **Budget and Resource Alignment**

Indicate using an "X" 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
--	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>• Wilson "Foundations" for Grades K-2,</li> <li>• "Text Talk" Grades K-2</li> <li>• Leveled Literacy Intervention for Grades K-2,</li> <li>• ELA Test Sophistication Materials</li> <li>Acuity ELA Practice (computer based)</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Strategy Lessons</li> <li>• Small Group Guided Reading Lessons- Individual conferring</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• Extended Afternoon instruction</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Envisions leveled instructional materials (Grades K-5)</li> <li>• Math test sophistication materials</li> <li>• Acuity Math Practice (computer based)</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Strategy Lessons</li> <li>• Small group guided lessons</li> <li>• Individual conferences</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• Extended Afternoon instruction</li> </ul>
<b>Science</b>	Harcourt Science Differentiated Activities	<ul style="list-style-type: none"> <li>• Small Group Strategy Lessons</li> <li>• Small group guided lessons</li> <li>• Individual conferences</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> </ul>
<b>Social Studies</b>	Core Curriculum Differentiated Options	<ul style="list-style-type: none"> <li>• Small Group Strategy Lessons</li> <li>• Small group guided lessons</li> <li>• Individual conferences</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> </ul>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Student Check in/check out, Group conversations, role play, socialization activities, student observations, repeated reading, interactive writing	Group, Individual, One to One, Family Counseling, Leadership Training (Student Council), Lunch Clubs	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• Extended Day/After school</li> </ul>

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed\*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

When a teacher is hired, their credentials are verified by our Network's HR Director to ensure that the candidate holds NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR Director who work 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 recruit, retain and support highly qualified teachers are indicated below:

- Frequent communication with our Network HR Director when vacancies occur.
- Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited.
- Interviewing HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool.
- Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing.
- Maintaining a professional library to promote promising and effective practices.
- Teachers will be provided with sample curriculum maps, instructional resources and professional learning opportunities to ensure that teachers improve teaching practice as per *ADVANCE* and Danielson and are highly qualified.
- New teachers are provided with a mentor
- Teachers are encouraged to participate in Lunch and Learns, after school PDs and to attend off-site workshops when appropriate.
- Individualized PD plans are created for teachers to ensure continued improvement.
- Carefully made teacher assignments are designed to match teacher talent with school needs.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

We have developed a comprehensive professional development plan that addresses CCLS, Danielson our instructional focus and school-wide goals. Professional development opportunities are differentiated based on the needs of groups of teachers and individual teachers. Our high quality professional development will include but not be limited to the following:

- Teachers will participate in professional development opportunities conducted by the network team, instructional lead teachers and Assistant Principals in the content areas of ELA, Math, Science and Social Studies and how Danielson can support teaching practices in content areas.
- The Principal, AP, coaches and instructional lead teachers will attend workshops provided by the Network relating to CCLS and Danielson. They will turnkey the information and deliver workshops or Lunch and Learns to teachers and paraprofessionals in the use of DOK, Essential questions, ongoing assessment practices to increase best practices to increase academic rigor in literacy, math, science and social studies aligned with CCLS.
- Implementation of the new Core Curriculum ReadyGen for ELA and Envisions for Math will be supported through high quality professional development for teachers and paraprofessionals delivered by the principal, APs, instructional leads network team members or the outside educational consultant.
- Teacher teams will be in session each week, and trained in how to use data effectively to develop flexible grouping, track student performance trends and elevate programs and strategies in order to monitor and revise their practices

## **Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. We use funding flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of supplementing the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating services, we maximize fiscal resources by combining federal, state and local funds such as Tax Levy, Title I, Title III, <PF Set Aside> NYSTL, STH and other available resources to implement activities and strategies to reach schoolwide goals for improvement.

Our school continuously monitors programs, actions and strategies to ensure that they meet the intent and purpose of the federal and state program guidelines 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 ELA and Math.
- Teacher teams engaging in collaborative inquiry by tracking data trends and looking at student work to improve teaching practices in all subject areas.
- Textbook and instructional materials purchased for all subject areas.

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

### **SWP Schools Only**

#### **Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

We are a neighborhood school. We will enroll students from zoned neighborhoods. We will form a Pre K-to-K Transition Team including the Principal, AP Early Childhood, School Counselor, IEP Teacher, the Parent Coordinator, The team will meet to track student data trends and evaluate overall readiness. Eligible students will be provided with early intervention services to address academic and social/emotional needs. During the year, PreK teacher teams and Kindergarten teacher teams will evaluate curriculum for vertical and horizontal alignment through the lens of the Common Core Learning Standards to ensure a seamless transition from PreK to kindergarten. Our school embraces a Parents-As-Partners model through professional development opportunities and parent engagement activities that increase parent involvement, build parent effectiveness, deepen their understanding of CCLS while elevating high expectations for student learning.

The Pre K-to-K Transition Team will act as the steering committee for this initiative by meeting regularly throughout the school year to monitor the process and suggest revisions to actions and strategies in order to ensure a smooth transition from the early childhood Pre K program to the Kindergarten elementary school program.

#### **Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

A MOSL team was created, the MOSL team attended and network and central professional development sessions to learn about MOSL and the New *ADVANCE* teacher evaluation system. The MOSL team met several times to review all options. The principal's decision, on the selection of the MOSL assessment measures, was informed by recommendations made by the MOSL team. Each month 3 hours of professional development is scheduled to provide professional development regarding the use of MOSL assessments and *ADVANCE* to improve instruction. In addition to MOSL, our school uses several appropriate assessment measures such as common pre and post unit assessments, predictive assessments, classroom assessments, and online assessments. Teacher Teams review at student work and track student performance trends to establish flexible grouping and to provide scaffolds and extensions to accelerate student learning. The school also uses multiple assessment measures to inform professional development opportunities that are scheduled throughout the year and are aligned with Danielson, the new Core Curriculum in ELA and Math and to build teacher capacity in the use of data assessment results to improve instructional practice.

### **TA Schools Only**

#### **Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

#### **TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

---

## **PARENT INVOLVEMENT POLICY AT THE ROY WILKINS SCHOOL – PS 136Q**

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;

The PS 136Q 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 and the results of the NYS Parent Survey. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as

described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., CCLS, NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, monthly, 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 CCLS parent workshops,
- holding parent workshop regarding promotion in doubt
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events – Pajama Literacy Night, Family Health Fair, Family Math Night, Book Fairs etc.
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting Fathers' Fourth Friday monthly – to provide DAD's with literature to help their child at home in various areas (socially / emotionally, academically, business sense and healthy living).
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- Providing weekly homework sheet across the grades so parents can consult each other or any teacher on the grade if necessary.
- Allowing parents to meet with members of the SAT or Guidance when they have personal concerns which may have an impact on their child's development.

Our school, PS 136 – Roy Wilkins School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- 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 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;

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

- Adhere to school wide safety procedures regarding ie. Visiting classes during instructional time, entering / exiting the building.
- Show respect to other parents and school staff by maintain a pleasant disposition and refraining from using language deemed inappropriate for students' to use (vulgar).
- 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-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.

**SCHOOL-PARENT COMPACT**

**REQUIRED OF ALL SCHOOLS**

**MAY BE LAST YEARS BUT MUST BE UPDATED**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>29</b>	Borough <b>Queens</b>	School Number <b>136</b>
School Name <b>The Roy Wilkins School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Ms. Tanya Walker</b>	Assistant Principal <b>Ms. Teresa Wilkinson</b>
Coach <b>Ms. L. Powell (ELA)</b>	Coach <b>Ms. V. Deshomme(Math)</b>
ESL Teacher <b>Ms. Zerine Rahman</b>	Guidance Counselor <b>Ms. Dale Gibson-Wallace</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ms. Geneva Trotman</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Ms. J. Joyner-Wells</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>632</b>	Total number of ELLs	<b>18</b>	ELLs as share of total student population (%)	<b>2.85%</b>
--	------------	----------------------	-----------	---	--------------

## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-in	1	1	1	0	0	0								3
Pull-out			0	1	1	1								3
<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>6</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	2
SIFE	1	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	17	1	2	1	0	0	0	0	0	18
Total	17	1	2	1	0	0	0	0	0	18

Number of ELLs who have an alternate placement paraprofessional:

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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		1										3

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		2			1									3
Advanced (A)	4	1	3	3		1								12
Total	4	5	3	4	1	1	0	0	0	0	0	0	0	18

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3			1		1
4		1			1
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		1						2
4	1								1
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					2				2
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

**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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

At PS136Q, we use demographic and performance data to meet the needs of diverse and rapidly changing populations while educators use data from interim and annual assessments to gauge student progress and plan instruction. For instance, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered each spring to measure the English proficiency levels (i.e., beginning, intermediate, advanced) of ELLs. Parents are given workshops in order to discuss about preparation strategies for NYSESLAT. Parents are also notified regarding dates for this tests. NYSESLAT scores identify who should continue to receive ELL services. Also, scores help teachers plan programs that best fit ELL needs by allowing them to group like students for tailored learning activities, pair students at different proficiency levels in class, or determine how much instructional time should be spent in the native language and English. LEP students who have not met the performance standard in reading, our ELL teacher Ms. Rahman will use strategies to provide opportunities to read, write, listen, and speak in a variety of contexts. She will plan comprehension-building activities before, during, and after the reading, such as Picture walks, Making predictions, Visualizing, Ask and Answer Questions, Retell and Summarize, Context clues, Sounding out words, Chunking and Inferencing. In addition to that she will teach how to connect a text to students' experiences and knowledge which helps students personalize the information and remember information when they link it to their lives. She will also use word-attack strategies which will help students decode, pronounce, and understand unfamiliar words. She will use small group reading workshops followed by activity with discussions, strategies and reviews for comprehension. She would like to instruct these ELL students to develop sophisticated vocabulary knowledge. She would also work one to one to teach these students strategies to comprehend and analyze challenging texts to promote fluency. LEP students who have not met the performance standard in writing, our ESL teacher Ms. Rahman will concentrate this year mainly on writing in different genres. She will use strategies where the students will practice pre-writing steps - brainstorming, outlining, using graphic organizers, writing topic sentences or introductions, etc to create assignments. Students will practice writing essays, creative writing, journal writing, letters to others, etc. She will also provide enough time to practice writing in the content areas. Summarize, retell, argue, etc. Each of the writing assignment will finish with a revision activity to encourage good writing practice. LEP students who have not met the performance standard in listening, our ESL teacher Ms. Rahman will prepare listening activities to address various topics for example: listening for the main idea, predicting, drawing inferences, cause and effect, compare and contrast and summarizing. For listening activities she will use tape recorder, media, smart board and computer. She will teach them strategies to become an effective listener by modeling listening strategies and providing listening practice in authentic situations. Then there will be a wrap up of the exercise with an opportunity to reuse the information that they just heard in combination with other language skills. Teachers also use the results from various assessments help target instruction, such as the State ELA and MATH exams, the Social Studies and Science exams, the ECLAS exam, EPAL, Acuity, Fountas and Pinnell, ELL interim assessments and the NYSESLAT exam. Teachers also collect data from student portfolios, special assignments and other informal evaluations. Teachers are going to use these data to group their students into small groups according to needs and deliver appropriate instructions.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Based on the NYSESLAT and LAB-R scores, there is an apparent pattern of high scores in Listening and Speaking and low scores in Writing. Scores vary in Reading.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

N/A

4. For each program, answer the following:
- 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?

Periodic/interim assessments are interspersed between state exams to measure student progress and guide lesson planning. Tests such as the ELL Periodic Assessment Exam and the NYS Acuity test (in English and Math) are extremely useful for informing instruction.

The results of these assessments are posted in the main office by school leadership and discussed in grade-level planning meetings in

order to promote individualized instruction. Students are divided into three categories: Beginner, Intermediate, and Advanced. Currently we have 12 students at the Advanced level, 3 students at the Intermediate level and 3 students at the Beginner level. Test data reveals that most of our students score higher on the Listening and Speaking portions of the assessment exam and lower on the Reading and Writing.

At PS 136 we have 1 SIFE student and is receiving 1 year of service. There are 17 newcomers in our school who are receiving 0-3 years of ESL service. Among these newcomers 6 of them are receiving ESL for less than 1 year; 10 of them are receiving ESL for 1

year and the rest of the ELL students are receiving their ESL services for 2-3 years. In Special Education we have 2 students where 1 of them is in self-contained Special Education classrooms. The other special education student is in a CTT classroom receiving physical Therapy. In our school we have 1 long term ELL and she is in 3rd grade. She is receiving her 4<sup>th</sup> year of ESL service.

Based on the NYSESLAT and LAB-R scores, there is an apparent pattern of high numbers in Listening and Speaking and low numbers

in Writing. Scores vary in Reading. Our focus will be on differentiated and individualized instruction that will meet writing deficits. Thus, we are providing opportunities for classroom teachers to receive support in differentiated instruction through staff development.

Additionally, we have worked to equip classroom libraries with sufficient literature that is diverse and aligned to the core curriculum.

Numerous opportunities will be provided for students to build and strengthen skills through writing and reading workshop.

Students who scored a 2 or lower on either ELA, Math and Science exams are being provided extra instruction in the subject-area.

Extended day sessions, small group work with a Math and Literacy coach, targeted instruction in ESL pullout sessions, and tutoring with

members of the Academic Intervention Support (AIS) Team and SETSS (for Special Education students) all work collectively to promote

student success. Newly admitted ELLs' were exempt from ELA exam for the first year. One of our newly admitted ELL received exemption from State ELA exam because that was their first year.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Under universal screening all the ELL students went through HLIS survey which helps us to identify our ELLs' and also guide the teachers to choose proper instruction models. Next, our ELL students have to take part in RtI screening process to assess

whether their literacy skills and competencies are meeting grade level benchmarks. If an ELL student is below benchmark then she/he will receive targeted instructional support to achieve the benchmark level literacy skills. Under STRONG CORE (TIER 1) INSTRUCTION ) is delivered to all students in the general education classroom by qualified educators. In this model teacher and students collaborate together which provides students with opportunities to positively engage with one another and with their teacher around rigorous academic content. Language development at all levels should be fostered through purposeful, deliberate conversation between teacher and students, and among students. Teachers leverage students' background knowledge and daily lives to the content at hand, and provides experiences that show abstract concepts drawn from, and applied to, the everyday world.

INTENSIVE, TARGETED INTERVENTION is provided to support ELLs who are not showing sufficient progress on the skills and/or competencies measured. ELLs receive instructional interventions that utilize strategies that are research-based with ELLs.

6. How do you make sure that a child's second language development is considered in instructional decisions?

In order to make an informed decision for the appropriate program of instruction, at PS 136Q we consider the information that we have gained in the assessment stage. We also use the opinions of other educators in our school.

When considering instructional programs for ELLs, we are aware that some subjects areas like Math, Science, and Art are good for ELLs to take with peers because their peers work as English-speaking role models. Our classroom teacher use ELL-friendly strategies for teaching content areas. These strategies increase comprehension, learning, and interaction through modeling, acting out, gesturing, showing diagrams, and doing hands-on activities and experiments. Our ESL teacher push in during these content subjects.

Some language areas and subjects like reading, writing, and social studies our students receive the instructions from our ESL teacher, in a pull-out class. Students who scored a 2 or lower on either ELA, Math and Science exams are being provided extra instruction in the subject-area. Extended day sessions, small group work with a Math and Literacy coach, targeted instruction in ESL pullout sessions, and tutoring with members of the Academic Intervention Support (AIS) Team and SETSS (for Special Education students) all work collectively to promote student success. Newly admitted ELLs' were exempt from ELA exam for the first year.

One of our newly admitted ELL received exemption from State ELA exam because that was their first year.

According to research development of language and literacy is interdependent. While teaching literacy our ESL teacher consider the

specific characteristics of the first language. She also ensure that students have access to grade-appropriate knowledge and skills by using methods such as scaffolding and using the student's native language. She also differentiate instruction based on ongoing progress monitoring.

While teaching content subjects our ESL teacher adjust her instruction to accommodate the student's level of language proficiency at the same time developing their L2 oral proficiency and their subject matter knowledge. In this case she use Scaffolding instruction like pre-teaching vocabulary, and identifying and clarifying difficult words and concepts within grade-appropriate text.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

To make AYP all the students including ELLs, take the state tests . Teachers also use Performace Based Assessment to assess ELLs' language proficiency and academic achievement. These assessments include both processes (Several drafts) and products Writing pieces. Students are provided with a scoring rubric and checklist to evaluate and grade the students. We also have portfolios to assess student work throughout the year.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
At enrollment, trained school staff members meets with parents to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS) that parents have to complete to show what language the child speaks at home. At PS136 we have staff members who are trained to conduct an informal interview in the native language. Our Educational assistant, Ms. A. Harris who speaks Spanish and Ms. M. Leon, School Aide who speaks Haitian Creole, conduct the translation service. Once school staff collect the HLIS from parents and determine that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery-Revised (LAB-R),- no later than ten days after their enrollment - which is a test that establishes English proficiency level. At PS 136 our ESL teacher Zerir Rahman who speaks Bengali, Hindi and Urdu, conducts the administering of the HLIS and the LAB-R eligibility. The ESL teacher conducts and administers Lab-R assessment. She also administers Spanish Lab-R to the students whose home language is Spanish with the assistance of our Educational Assistant Ms. Harris. Students who score below proficiency on the LAB-R become eligible for state-mandated services for Ells. The New York City Department of Education offers three types of programs for ELL students: Transitional Bilingual, Dual Language, and English as a Second Language (ESL). The classes vary in the amount of time dedicated to English instruction.

ELL students that participate in these three programs are exposed to the same curriculum as general education students. The main objective of the programs is to support students in their acquisition of English. The programs' only difference is the amount of time in which instruction in English takes place. Parents select the available program that they feel is most appropriate for their child. All new students are initially screened to determine their eligibility for ELL services.

DESCRIPTION OF ENGLISH LANGUAGE LEARNERS AT P.S. 136Q

English Language Learners are defined as “pupils who by reason of foreign birth or ancestry, speak a language other than English, and either understand or speak little or no English; or score at or below the 40th percentile as determined by the Commissioner of Education on an English language assessment instrument approved by the commissioner.

Transitional Bilingual Programs provide instruction in the native language with intensive instruction in English as a second language. The program’s objective is to transition students to English as quickly as possible. Thus, it varies the percentages of native language and English instruction with a bend towards more English as the year progresses, and as the student becomes more proficient in English. Policy requires that a large concentration of same language learners on a grade level be present in a school in order for a Transitional Bilingual Program to be feasible. Currently, P.S. 136 does not meet this standard and therefore cannot offer Transitional Bilingual services.

Dual Language Programs involve students learning in two languages. The class comprises of one-half native speakers and one-half English speakers. Each group is presented curriculum in both languages. This enables native language speakers to become proficient in both languages and English speakers who are interested in studying another language the opportunity to do so. This program is not currently offered at P.S. 136 but can be made available to all ELL students whose parents desire that they participate in dual language learning.

Freestanding English as a Second Language offers instruction to ELL students solely in English. Instructors use strategic methods to assist students in acquiring English. This instruction can take place in a “push-in” setting where the ESL teacher comes into the mainstream classroom and works with the ESL students on the same lesson presented by the classroom teacher; a self-contained setting in which the ESL teacher teaches the students all subjects for the entire school day; or a pullout setting in which the ESL teacher “pulls” a selected group of students from their classroom for a designated amount of time. Intermediate and Beginner ELL students receive 360 minutes of instruction per week while Advanced ELL students receive 180 minutes per week.

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.

#### PARENT ORIENTATION AND PROGRAM SELECTION

At PS 136 we make every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child’s eligibility for ELL services, to collecting the forms that indicate the parent’s program choice for their child. At our school parent orientations are conducted by principals and assistant principals with the assistance of ESL teacher and parent coordinator. Usually within two weeks of administering the LAB-R Exam, the ESL teacher and Parent Coordinator invite the parents of new enrollees to attend a special orientation session. We usually choose a convenient time and place for parents. We come up with an agenda for the parent orientation and organize all the materials and resources (computer, DVD players, smart boards) for the meeting. Then we send out invitations to the parents and make sure interpreters are available in the session. We also make sure refreshments are available. During the session parents sign in and the agenda is distributed, Parent Survey/Program Selection Forms, and the parent brochure, A Guide for Parents of English Language Learners. The Principal welcomes the parents and explains the purpose of the orientation. Our ESL teacher presents the highlights of CR Part 154 & Title III. We explain that each child has a right to placement in a bilingual program. Schools are required to create bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades, CR Part 154 also determines the number of English as a Second Language (ESL) instructional units that ELLs must receive. The school system’s goal of aligning ELL programs with CR Part 154 regulations ensures that ELLs acquire and develop English language skills while meeting the standards that are expected at their grade and age level in core subjects. If there are not enough students to form a bilingual program, parents have the option of transferring their child to another school that has a bilingual program in the district; and if they choose not to transfer their child, they will remain at the school and receive ESL instruction. Program selection is for one school year. Research indicates that ELL students who stay with one program do better academically than those who switch between programs. Title III

funds (if available) from the federal government provide supplemental services specifically for ELLs and parents of ELLs, such as after-school instructional programs (providing ELLs with language development assistance so they can succeed in core subject areas), professional development, and parent involvement. Then parents ask questions about CR Part 154 regulations and Title III. Then we present the Orientation Video for ELL Parents with updated native language versions of the video to meet parents' language needs. Then the parents are provided an opportunity to ask questions about available bilingual/ESL services and program models. Finally the parents are provided with updated Parent Survey/Program Selection Form in the parent's native language. We explain each item on the form and inform them that they could complete the forms at the orientation or at home (to be returned within the designated time). The parents indicate their program of choice on a special Parent Survey form. Currently, Roy Wilkins (P.S. 136) only offers a Freestanding ESL program. Should a parent choose the Bilingual or Dual Language program for their child, the student is automatically transferred to the nearest school that offers the program, and transportation is provided by the NYC Department of Education.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Notifying parents and supporting parent choice

Our School ensures that entitlement letters are distributed and Parent Survey and Program selection forms are returned. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. Parents' choice, coupled with program availability, determines program placement for ELLs. If a student Scores below proficiency on the LAB-R then we provide the student with Entitlement Letter, Parent Survey and Program Selection Form, and Placement Letter. If the student scores at or above proficiency on the LAB-R then he/she receives Non Entitlement Letter. If the student scores below proficiency on the NYSESLAT then he receives Continued Entitlement Letter. If the student scores at or above proficiency on the NYSESLAT then he/she gets Non Entitlement/Transition Letter. The Parent Survey and Program Selection Forms are stored in a secured location in the office for Parent coordinators and school staff to use the survey portion of this notification to make sure ELL parents are being reached.aste response to question here:

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.

Our school is prepared to inform parents throughout the year in a number of ways, including one-on-one meetings, phone conversations, or through informational packets. Our parent coordinator and other designated staff work closely with supervisors (assistant principals, bilingual coordinators, translators), to coordinate school events for ELL parents and deliver information to them in a timely manner. Finally when the parents are provided with updated Parent Survey/Program Selection Form in the parent's native language during Parent orientation, we explain each item on the form and inform them that they could complete the forms at the orientation or at home (to be returned within the designated time). We make sure that a translator of tThe parents indicate their program of choice on a special Parent Survey form. Currently, Roy Wilkins (P.S. 136) only offers a Freestanding ESL program. Should a parent choose the Bilingual or Dual Language program for their child, the student is automatically transferred to the nearest school that offers the program, and transportation is provided by the NYC Department of Education.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

At PS 136Q, in the Spring, each ELL is administered the NYSESLAT to determine English proficiency. A report from ATS is generated to determine all ELL students who are eligible for NYSESLAT.Each NYSESLAT test has four subtests and our school administer the subtests in the following sequence: Session 1- Speaking, Session 2 -Listening, Session 3 -Reading, and Session 4- Writing. The Speaking subtest is administered to students individually at a location separate from other students. The Listening, Reading and Writing subtests are administered to groups of students. At PS136Q we carry out standard examination procedure to make sure all test materials are secured. As soon as we receive all the test materials , we make sure both students and teachers are prepared for the Test. Our ESL teacher informs the parents of ELLs about NYSESLAT a few days before its administration. The ESL teacher makes the announcement in such a way to increase the students' interest in the test and at the same time not cause them to become overly concerned. The ESL teacher also informs the parents/guardians about the dates and purpose of the test. Each students' performance on the NYSESLAT will be the basis for determining whether the student continues to be an English language learner. Based on the results of the test, the students' English language proficiency level is classified as beginner, intermediate, advanced or proficient.

6. 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.) 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

An annual review of Parent Survey forms reflects that, over the past several years, parents have consistently chosen a Freestanding ESL program. If future enrollment results in a greater concentration of ELL students on one grade-level, the principal will meet the need by adding a bilingual teacher to the staff. Currently we have only two parents who chose Dual Language program as their first choice.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

#### INSTRUCTIONAL PLAN

At PS 136 we have ESL pull-out and Push-in programs where the ESL Students are taught in English using ESL methodologies and native language support for a specific amount of time as determined by their New York State English as a Second Language Achievement Test (NYSESLAT). ESL students are grouped together according to their levels of proficiency in order to provide them with appropriate instructions. Some of our ELL students are receiving both push -in and pull -out services in order to meet CR part 154. According to push-in model our ESL teacher plans carefully with general education teachers to ensure curricular alignment. The ELL teacher focuses on the efforts students put forth to learn the academic language of each discipline. In pull out model ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. In our school we would provide ELL pull-out only during social studies and science so that the ELL teachers could work on concept development and vocabulary in those areas. Our pull-out programs that focus on teaching English through academic content and developing higher-level thinking skills make a difference because it is implemented by a high-quality teacher. Her goal had been to develop language proficiency, usually, by using the content subject matter that students might study in the future or had missed at some point. The pull-out aspect of the model enables students to have individualized instruction in a small group environment. During the sessions, each student is able to engage in listening, speaking, reading and writing as facilitated by the ESL teacher.

Program Model:

The goals of the ESL program are as follows:

Engage all students in at least one literacy task and one math task aligned to strategically selected CCSS.

-In literacy, students will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response.

- Provide academic content-area instruction in English using ESL methodology and instructional strategies and using native language support to make content comprehensible.
- Incorporate ESL strategic instruction.
- Assist students to achieve the state-designated level of English proficiency for their grade.
- Help ELLs meet or exceed New York State and City standards. In freestanding ESL programs, language arts are taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. Native language support is provided by using bilingual picture dictionaries and multicultural bilingual picture books. In keeping with the practices of the previous administration and LAP Team, we are implementing the Three (3) Blocks Framework for Language Development. We believe that this structure is highly successful in helping students acquire English proficiency and is also flexible enough that it can be differentiated to meet individual student needs.

Block 1 – Language and Word Study: Its focus is on the development of the students' word study skills. Teachers use quality literature, poetry, and texts to develop language. We rely on children hearing models of spoken language to help develop their academic language.

Word study involves phonics, spelling, and vocabulary development.

Block 2 – Reading Workshop: Incorporates guided reading, independent reading, read aloud, and literature study. (Use of mini lessons)

Block 3 -Writing Workshop: It involves writing and reading on a daily basis. Students are encouraged to make the reading/writing connection.

- a. Guided Writing – teacher develops small groups to discuss various aspects of writing.
- b. Independent writing – students work individually on their own writing. Daily mini lessons are offered based on the needs of the students.

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)?
- How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
  - 
  - 
  - MANDATED INSTRUCTION TIME (CR Part 154)
  - 
  - In compliance with CR Part 154, students at the Beginner and Intermediate levels of proficiency receive 360 minutes of instruction per week while advanced students receive 180. At the beginning of the school year, the ESL teacher develops a special pullout schedule that is modified according to the needs and progress of the students. There are a total of five pullout groups which vary according to student needs. At the advanced levels of English proficiency, all ELL students in all grades receive one unit of ESL and one unit of ELA coursework. A unit of instruction, as defined by state regulations, is 180 minutes per week.

g.

h.

i.

Plan for ELLs (0-3 years)

j.

k.

SAMPLE STUDENT SCHEDULE (5th GRADE)

l.

m.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
n.	8:00 - 9:15	Reading	Reading	Reading	Reading
o.	9:15 - 10:15	Writing(A)pullout	Writing(A)pullout	Writing(A)pullout	Writing (A)Pullout
p.	10:15 - 11:05	ART	Literacy	STEM	PE Health
q.	11:10 - 12:00	SocialStudies/Science	S.S/S	S.S/Science	S.S/Science
r.	12:00 - 12:45	Lunch	Lunch	Lunch	Lunch
	12:45-2:00	Math	Math	Math	Math Workshop
s.	2:00 - 2:20	Word Work	Word Work	Word Work	Word Work

t. A = Advanced

u. I = Intermediate and

v. B =Beginner

w.

x.

y.

Plan for ELLs (Newcomers)

z.

SAMPLE STUDENT SCHEDULE (1st GRADE)

aa.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
bb.	8:00 - 9:15	ESL(B&I)Pull out	ESL(B&I)Pull out	ESL(B&I)Pull out	ESL(B&I) Pull out
cc.	9:15 - 10:15	Writing	Writing	Writing	Writing
dd.	10:15 - 11:05				
ee.	11:05 - 12:00	Lunch	Lunch	Lunch	Lunch
ff.	12:00- 12:45	Social Studies/Science	S.S/Science	S.S/Science	S.S/ Science
gg.	12:45- 2:00	Math	Math	Math	Math
hh.	2:00- 2:20	Word work	Word Work	Word Work	Word Work

ii. B= Beginner

jj. I= Intermediate and Beginner

kk. A= Advanced

ll.

mm.

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 foster language development and meet the demands of the Common Core Learning Standards.

Our ESL teacher usually attend monthly grade level curriculum mapping in order to align ESL instruction with classroom curriculum. ESL and Classroom teacher confer to make sure instruction is aligned with school wide in the content areas to support ELLs' at PS136Q. While teaching literacy our ESL teacher considers the specific characteristics of the first language. She also ensure that students have access to grade-appropriate knowledge and skills by using methods such as scaffolding and using the student's native language. She also differentiates instruction based on ongoing progress monitoring.

While teaching content subjects our ESL teacher adjusts her instruction to accommodate the students level of language proficiency at the same time developing their L2 oral proficiency and their subject matter knowledge. In this case she uses Scaffolding instruction like pre-teaching vocabulary, and identifying and clarifying difficult words and concepts within grade-appropriate text.

In order to teach students math skill she teaches them academic vocabulary. She also demonstrates that vocabulary can have multiple meaning. She encourages students to offer bilingual support to each other. She also provides visual cues, graphic representations, gestures, realia, and pictures. She also teaches them key phrases or new vocabulary to preteach. The ESL teacher work with her students to build background language. In order to do that she modify the linguistic complexity of the language and rephrase the math problems. In order to allow our ESL students to understand and explore the science concept our ESL teacher use graphic organizers, videos and other visual clues. She also use interpersonal skills like group projects and cooperative learning groups in order to encourage the ELLs to express science concept in English. Science vocabulary are taught through root words, word wall and picture glossary. In order to teach ELL students Social Studies she use role plays to abstract concepts concrete and creates analogies to help students connect the unfamiliar with the familiar.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Testing modifications are made for all ELL students in every subgroup. Newcomers are exempt from the ELA exam in the first year; however, other tests are provided in the students' native language (if available). ELLs are tested in a separate location and given time and a half to complete the exam.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
While evaluation our ELL students we consider the stages of second language acquisition stages of our students. ELL periodic assessments were given throughout the year to assess students in all four modalities. Students are assessed regular basis to check their comprehension.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. DIFFERENTIATED INSTRUCTION

c. The ESL department works diligently to meet both the individual and collective needs of ELL students. Subgroups (such as SIFE and newcomers) that are in the first and second stages of language acquisition are instructed through Total Physical Response (TPR). The teacher uses body language to support verbal cues, thereby familiarizing students with basic commands. Visual aids, such as pictures, charts, graphs and manipulatives are also very helpful to this group. Students in the third stage of language development (SIFE and Newcomers) participate in cooperative learning. Group discussions, role-playing and paired activities are often a part of instruction for this cluster. Small group instruction focuses on sharpening specific modalities and new concepts are delivered through scaffolding. The teacher may also bridge a student's prior knowledge with a new concept so that the student more easily understands. Modeling is used at every stage of language expansion. At stages four and five, advanced students (ELLs in year 4-6) participate in activities that require greater critical analysis. Students keep active writing journals and are encouraged to write, rewrite and edit their work. Advanced students participate in group reading and sustained silent reading. They respond critically to the literature and are prompted to create their own literary works for publication. Special needs students are presented with the same curriculum and participate in similar activities; however, assignments are modified so that students can successfully meet the requirements. Instructions are broken down into simpler steps. The teacher models the action, thinks aloud, and relies on forms of scaffolding to help teach new concepts.

7. 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?  
 Special needs students are presented with the same curriculum and participate in similar activities; however, assignments are modified so that students can successfully meet the requirements. Instructions are broken down into simpler steps. Teachers use different materials to support instructions, for example: picture realia, picture and photo cards, manipulatives, picture books and leveled readers.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
9. Our ESL teacher and administration work collaboratively to determine the academic needs of our ELL- SWD to achieve their IEP goals and to serve them in the least restrictive environment.  
 Testing modifications are made for all ELL students in every subgroup. Special Education ELLs are tested separately and provided double time for test-taking as well as a second reading of instructions. Students with disabilities (such as hearing or vision impairment) receive all necessary accommodations through the DOE testing headquarters.

**Courses Taught in Languages Other than English *①***

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

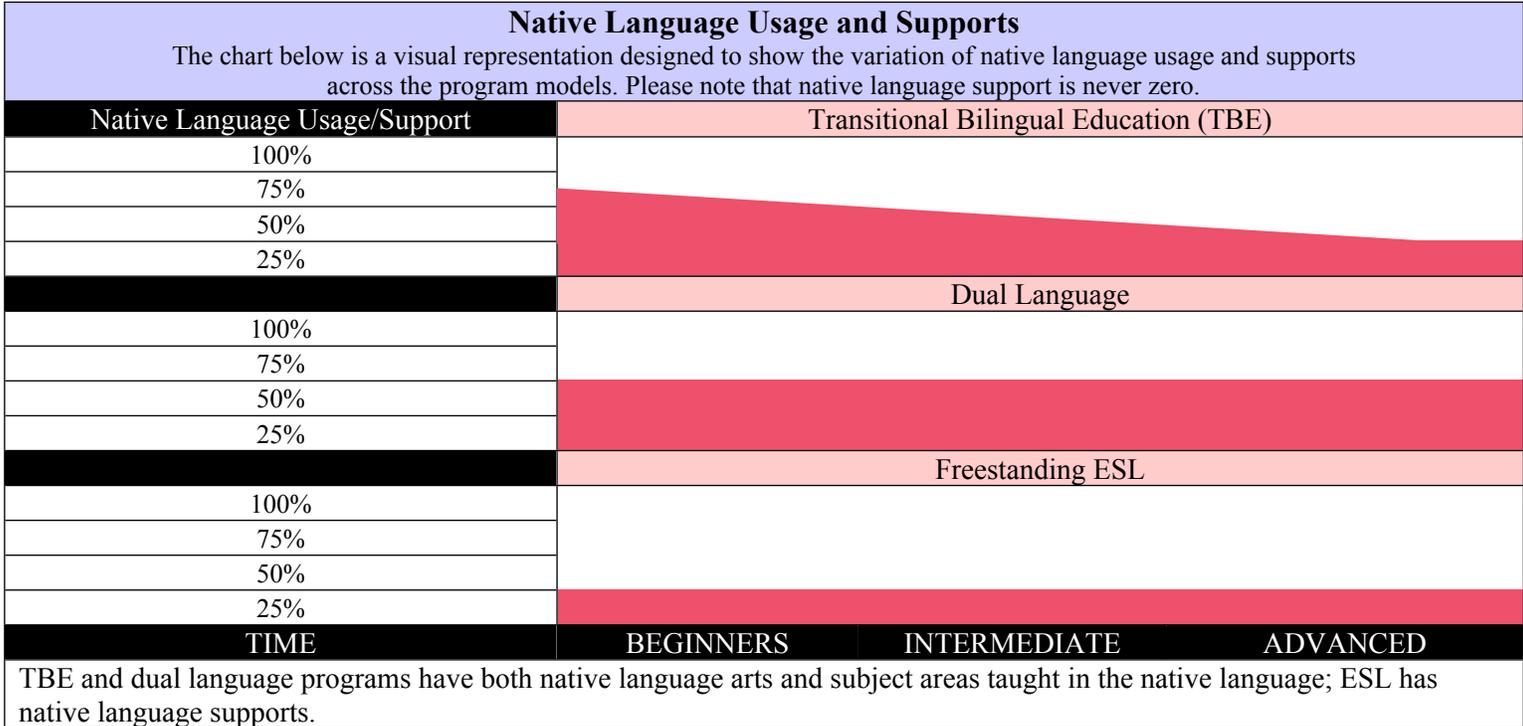
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

**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	45 minutes per day	45 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

10. 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.

At PS 136 we use different intervention programs for ELL in ELA, math and other content areas for our ELLs in different subgroups. When our ELL teacher pushes-in to classroom during classroom lessons, she adds strategies and assistance to students. ELL's are provided vocabulary instruction prior to the units introduced in the content-area classroom. They are also given background info when needed and frequent use of manipulatives and visuals to enhance comprehension. Students use of bilingual dictionaries when applicable. Literacy is instructed in small groups at the students' instructional level. Vocabulary development and concept work is done in social studies and science in pull-out format. The math coach works with clusters of ELL students who have not passed the NYS Math Assessment at each grade level. For Math, for our ELLs we go over vocabulary words in context, use lots of visuals for mathematical operations. We also use strategies like repetition and review for multiplication facts in small group instruction.

In our school we use Prentice Hall Regents ESL program which is based on recent research in second language acquisition, in reading and literacy. It has adapted and incorporated widely accepted theories and proven methods, especially those of Krashen and Terrell's natural approach, as well as the whole language and language experience approach. This approach also integrates Listening, Speaking, Reading and Writing across the curriculum and a wealth of activities and program components reinforces and extends new language skills and content knowledge.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our ESL teacher evaluates the NYSESLAT results and design instruction to meet the needs of each student dependent upon their level of proficiency. Areas of weakness (Speaking and Listening) or (Reading and Writing) are targeted and developed. Then the ESL teacher analyzes students weak areas on the NYSESLAT for review, re-teach and different activities. For NYSESLAT preparation our ELL students take the sample tests and they are introduced to listening, reading, writing, and speaking subtests throughout the year. Our ESL teacher also focuses on the essay format and practice writing sample NYSESLAT essays with students. Finally the students score each other's essays based on a rubric. Students who reach proficiency in English will be closely monitored and continue to receive support. Specific support in writing, academic language scaffolding, and tested subject areas will be provided through the Academic Intervention Services (AIS).

Long-term ELL and SIFE students are eligible for SETSS services that can address specific individual instructional issues. Teachers

will use a variety of teaching tools to help support acquisition of academic fluency, such as: collaborative activities, small groups and peer learning activities, study skills, graphic organizers, cooperative learning and one-on-one conferences with the teacher. All ELL students are afforded equal access to all school programs.

12. What new programs or improvements will be considered for the upcoming school year?

This year our school is implementing the ReadyGen Reading and Writing programs

13. What programs/services for ELLs will be discontinued and why?

We are going to discontinue Rigby on your way to English for our Grade 3 and Grade 4 ELLs' because, the assessment results shows our ELLs' did not show significant improvement in comprehension and other test taking strategies.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

The ELL population is encouraged to participate in various sports, clubs and other social activities. They are informed of specific events such as Father's Third Thursday and basketball Tournament for fathers, Fitness and Wellness Workshops for mothers, and Parent Summit and Local Resource fair to improve attendance in our school. Our ELL students and their parents are also invited to attend Back to School Day and Night to get information about their progress. The invitations are translated into their Home Languages. In our School our ELL students also participate in different club activities like Twins club, Boys club, Tennis team, Art club, Dance Club in order to help students develop their talents and hobbies. In October, in our school we encouraged our ELL students to participate in the Literacy Character Day Parade which helps children grow socially and academically. We also make sure our ELLs' participate in our Community Read, Writing Celebrations, Recycling assembly and Students Council Election Assembly. At PS 136Q we offer ELL Afterschool program every year. During After School students receive instruction relating to ELA and Mathematics Strategies. We also work together for achievement in homework help, hands on learning experience, and activities to promote social interaction

15. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials;

list ELL subgroups if necessary)?

Technology is also used as a tool for our ELLs. In technology classroom our students receive opportunities to connect words with visual images. In ESL classrooms students also have access to computers, audio CD's, music to enhance learning, manipulatives and electronic dictionaries. Our ELL teacher use certain websites which will help students understand content thru video, images, etc.

16. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Bilingual picture dictionaries are available to all ELLs . Students are always encouraged to bring materials in their native languages. Bilingual stuffs are also a great recourse for our ELL students and their families. At PS 136Q we understand that to maintain a quality programs and to serve our ESL students appropriately ,we consider the different entry level abilities in English that our ELL students have in our instruction . Some English Language Learners who come to school with oral and written skills; we can use this skill to promote learners' academic achievement because Native language literacy abilities can assist ELL students from academic materials and experiences in English.

17. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

This year at PS 136 we are using LEVELED LITERACY INTERVENTION. The Fountas & Pinnell Leveled Literacy Intervention

System (LLI) is a small-group, supplementary intervention program designed to help teachers provide powerful, daily, small-group

instruction for the lowest achieving children in the early grades. Our English language learners can also benefit from LLI because each LLI lesson provides specific suggestions for supporting English language learners.

This year for our Long term ELL we are going to use selected informational text materials which will build a coherent body of knowledge within and across grades to develop academic language, reading comprehension and vocabulary throughout reading, writing, listening, and speaking instruction. We will work with students introducing BICS and CALP word play (BICS= Basic Interpersonal Communication Skills,CALP=Cognitive Academic Language Proficiency). In this word play students distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

18. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Students and their parents are always encouraged to visit the school prior to New School Year. The Supervisors are available through the summer.

19. What language electives are offered to ELLs?

At this moment PS 136 is not offering any language electives to ELLs'.

20. For schools with dual language programs:

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

N/A

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

### PROFESSIONAL DEVELOPMENT

Teachers will receive ongoing professional development from the PD coordinator so that they can learn how to incorporate ESL strategies and techniques into their classrooms and modify their lessons. The ESL teacher meets with the teachers of her ELLs to determine how they can best implement programs and strategies that will help the ELL students in their content areas. Also, each Faculty conference and grade meeting discuss professional topics such as the use of assessments and students' varied learning styles. These meetings are attended by the Assistant Principal, Guidance Counselor, content area teachers, special education teachers and paraprofessionals. Attendance is taken at these meetings.

Our ESL teacher receives rigorous, research-based professional development throughout the year to achieve success for ELLs.

Schools also utilize various options available for high quality professional development based on SSO. Also, the Office of ELLs partners with nationally renowned experts to provide a variety of professional development institutes throughout the year which we utilize.

Several members of the Language Allocation Policy Team, such as the Guidance Counselor, the ESL Teacher, the AIS/Literacy Coach and the Special Education Administrator work cooperatively to provide support for students transitioning from the elementary to the secondary level of school. Our Guidance Counselor conducts staff workshops on elementary students transition and academic class requirements during the school year and during class visitations. The Guidance Counselor addresses the social adjustments that a transitioning student must make for the new environment. Based on test results and classroom performance, the ESL teacher determines if the student needs extended ESL support in Middle School. A review and updating of IEPs for Special Education ELLs' help determine what assistance will be necessary for the next level.

The ELL teacher will provide teachers with a survey to assess their prior knowledge about ELL teaching strategies and use this to direct the PDs. These in-school workshops will cover the minimum 7.5 hours of ELL training for all new teachers. These workshops

address models of co-teaching as a method of maximizing the benefits of our push-in model of support. The ESL teacher will use the SIOP model of classroom observation to help teachers think about ways that they can make content more accessible to ELLs.

Topics include:

What the ELLs' need to meet the CCLSs', integrated approach, development of academic vocabulary, adapting lessons to provide linguistic scaffolding, strategies for making instruction in English accessible for all learners, and planning lessons and units that follow the SIOP (sheltered instruction) model with both content and linguistic objectives. We take attendance during all the workshops.

At PS136 our ESL teacher and classroom teachers will be involved with professional development in the following areas:

- The components of a ninety-minute literacy block
- The use of specialized strategies to meet the needs of special education & ELL students
- ESL strategies and the new ELL standards
- Effective strategies for teaching reading, including: Identifying sequence, main idea and theme; and understanding literacy terms and types of writing.
- ELL Academic Writing Institute
- Demystifying ELL Data

Unbundling ELA performance units: Language, Literacy and Learning scaffolds for ELLs' and other Learners provided by Ms. Maryann Cucchiara.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

### PARENTAL INVOLVEMENT

Parental involvement and awareness is very important in the academic achievements of ELLs. We, as a school community, are in regular communication with the parents of ELL students throughout the school year to improve parental involvement and awareness.

Research shows that strong parental involvement can have an impact on the academic success of students, especially ELLs. Even in the compliance-oriented process of identifying and placing ELLs in appropriate services, parents are the main decision-makers. We like to maintain a very good parental involvement through orientation sessions, workshops, and monthly newsletters/calendars that keep them abreast of events in the school. We offer workshops for our ELL parents regarding preparation strategies for NYSESLAT, ELA and state math exams. 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.

The Home Language Survey form is used to identify parents who needed translated information.

At this time no agency or Community Based Organization is providing workshops or services to ELL Parents.

During these meetings parents are encouraged to ask questions about ELL performance and the program model that best meets the needs of their children. When discussing the success of ELL programs, our school shares information about both ELLs and former ELLs. For instance, the annual New York City (NYC) graduation and dropout report (Office of Accountability, 2008) shows that former ELLs who successfully transition to monolingual English classes have lower dropout rates (9.7%) and higher graduation rates (70.9%) than all English proficient students (13.0% and 63.5%, respectively). We also share with parents that there are clear benefits of learning two languages, and that continuing to develop native language skills does not interfere with English language development, but rather facilitates it. We are also organizing the Parent Academy for ELLs featuring family activities for our school community. If the need exists, all notices are translated into the families' home languages.

## E. 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.

According to Dr. Lily Wong Fillmore “Students who are classified as ELLs are usually grouped for instruction. The instruction they are given is generally pitched at a lower level than instruction provided for English proficient students. The texts used in such classes are usually less complex, less informative, and less demanding than those ordinarily used. As a result such texts rarely if ever provide any exposure to the kind of language students need to learn and use in carrying out academic work; less is asked and expected of students in such classes, and many of them lose hope in making academic progress, and sadly—

—their faith in their own ability to learn.” The writer of CCLS David Coleman and Susan Pimentel addressed the same issue when they depicted that at the heart of these criteria are instructions for shifting the focus of literacy instruction to center on careful examination of the text itself. In aligned materials, work in reading and writing (as well as speaking and listening) must center on the text under consideration. The standards focus intently on students reading closely to draw evidence from the text and are emphatic about students reading texts of adequate range and complexity. We need to shift the criteria of reading, writing, speaking and listening where text materials should build a coherent body of knowledge within and across grades . This material also helps to develop academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction. In order to be successful we need to use scaffolding techniques which will enable our students to experience the complexity of the text, rather than avoid it. It will also make the text the focus of instruction and avoid features that distract from the text.

## 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)
Ms. Tanya Walker	Principal		1/1/01
Ms. Teresa Wilkinson	Assistant Principal		1/1/01
Ms. G. Trottman	Parent Coordinator		1/1/01
Ms. Z. Rahman	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Ms. L. Powell	Coach		1/1/01
Ms. Deshommes	Coach		1/1/01
Ms. D. Wallace	Guidance Counselor		1/1/01
Ms. J. Joyner-Wells	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

**DBN:** 29Q136

**School Name:** Roy Wilkins

**Cluster:** 2.05

**Network:** JoAnne Joyner-wells

**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.

Upon arrival / registration at PS 136Q, all families are required to complete a Home Language Identification Survey. In this survey, the first eight questions determine whether or not students are eligible for ESL services. This data also provides the school with information regarding the family's need for written and oral communication in their home language. After review of the documents by our Pupil Personnel Secretary and ESL teacher, students are identified and subsequently, all documents sent home are then translated into the home language and sent on the same day as the non translated correspondence.

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.

According to the completed Home Language Identification Surveys, it has been determined that just about 25% of families of English Language Learners require translated correspondence as well as oral translation services.

## 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.

The translation services at PS 136Q are provided by staff members of the school community. The translation team includes an Educational Assistant, School Aide and an ESL teacher. These members each have a native language which is prevalent in our school. Additionally, we have 3 teachers who are bilingual and 1 bilingual school secretary. In the event parents visit the school and translation services are needed, we contact one of the above team members to assist. Documents which are sent home and need to be translated are given to team members listed above for translation and are distributed on the same day as the English versions.

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.

Members of the translation team are available during all parent meetings, workshops and orientations to support parents of English Language Learners.

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>.

Parents of English Language Learners needing translation services will receive correspondence in their identified home language. The translation team is notified immediately regarding the need for written and / or oral translation services.

