



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** PS/MS 138 SUNRISE  
**DBN (i.e. 01M001):** 29Q138  
**Principal:** JAMES MC ENANEY  
**Principal Email:** [JMCENAN@SCHOOLS.NYC.GOV](mailto:JMCENAN@SCHOOLS.NYC.GOV)  
**Superintendent:** LENON MURRAY  
**Network Leader:** DANIEL PURUS

**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 |
|---------------------|--|-----------|
| James Mc Enaney     | *Principal or Designee   |           |
| Jamie Cutrone       | *UFT Chapter Leader or Designee  |           |
| Yvette Small        | *PA/PTA President or Designated Co-President   |           |
| Kim Brogdon-Johnson | DC 37 Representative, if applicable  |           |
| X                   | Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> ) |           |
| X                   | CBO Representative, if applicable  |           |
| Paula Miller        | Member/ Assistant Principal  |           |
| Leona Canton        | Member/ Teacher  |           |
| Denise Duggan       | Member/ Teacher  |           |
| Rosa Belmonte       | Member/ Teacher  |           |
| Reba Perry          | Member/ Parent   |           |
| Kizzy Thompson      | Member/ Parent   |           |
| Carlene Findlay     | Member/ Parent   |           |
| Lucille Hanoble     | 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>X</b>   | <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  |
| <b>X</b>   | ▪ 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>X</b>   | <b>Academic Intervention Services (AIS)</b>  |
| <b>X</b>   | <b>Title I Plan (Only for schools receiving Title I funding)</b>                                 |
| <b>X</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.

Instructional Goal # 1- By 2014, the Core Curriculum will be evaluated and revised when necessary to make sure we are meeting the needs of the Common Core as evidence by revised curriculum maps. 1.1

### **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 our 2012-2013 Quality Review Report, QR Indicator 1.1 was identified as an area for improvement, "Increase rigor and alignment of the curriculum to State standards including the arts for the whole range of learners to improve student performance." As a result, this academic year, our school adopted the core curriculum for all grades in both language arts and mathematics. As teachers became familiar with the curriculum, through common planning and the analysis of student work, it became clear that modifications needed to be made through the collaborative inquiry process. Once teacher teams go through the cycles of collaborative inquiry and modify, especially in language arts, teachers will plan to adapt for the needs of our students.

### **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. The process of collaborative inquiry, to modify and adapt curriculum ensures that all students, including identified subgroups have equity and access to the grade level curriculum with appropriate scaffolds and extensions.

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

1. All teacher teams across grades K-8; Assistant Principals and Principal

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

1. Revisions to the modules and units of study will be made over the course of the year in Language Arts. The evaluation of progress will be measured in a common assessment administered three times per year (Writing on Demand) and will be tracked to ascertain if students are performing better in the five categories as identified in a common rubric.

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

1. September 2013-June 2014 Implementation for revisions and monitoring of the Core Curriculum begin after the first unit of study in Language Arts and commence at the end of the school year. This work will be completed in cycles of collaborative inquiry through the "adopt, modify and adapt" process.

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

1. Common Planning periods (3 times per week) across grades and content areas are programmed into all teacher schedules. Faculty conference and grade/department conferences are utilized for collaborative inquiry and professional development to support this goal.

### **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).

At set intervals throughout the year, parents will be surveyed to determine parent needs and interests so that appropriate workshops can be developed to address the unique needs of our parents and families. The survey will include questions to determine the best time of the day to schedule workshops. The Parent Coordinator will work with the principal and school leaders to design strategies and workshops that increase parent involvement and parent engagement. Several strategies to increase parent involvement in this work include, but are not limited to: understanding the Common core Learning Standards in LA and Mathematics, understanding the New State Assessments in both subjects, ARIS parent workshops to track student progress, classroom visits of the teaching and learning, exposure to the CCLS, participation of the SLT in the selection and purchase of additional curriculum supports and supplements.

Before each workshop, the PTA will give out flyers about the workshop translated into our parents' high frequency languages and the PTA President will read a description of the workshop (with translation services) and encourage parents to attend. The monthly school wide calendar will also highlight the parent activities for the upcoming month.

### **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 |
|---|----------|----------|-----------|-----------|-----------|--------|
| X |          |          |           |           |           |        |

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.  
 Instructional Goal # 2-By June 2014, student mastery of content area vocabulary will increase 5% by implementing the instructional focus and periodic assessments to monitor progress. 1.2

#### **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.  
 An Area for Improvement (AFI) from the 2012-2013 Quality Review Report, QR Indicator 1.2, influenced the development of this goal: "Increase the rigor and alignment of curricular to State standards including the arts for the whole range of learners to improve student performance." Additionally, based on the state performance in Language Arts and Mathematics for the 12-13 academic year in current grades 4, 7 & 8. As a result, there is a need to expose and expand student knowledge and use of academic language in ELA and Math.

#### **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. The process of implementing the instructional focus will evolve over the course of the academic year with professional development, supplementary materials (content reading) for all SWDs and Achieve 3000 program for all ELL, SWDs and all students in grades 2-4.

**B. Key personnel and other resources used to implement each strategy/activity**  
 1. All Teachers and Paraprofessionals of grades K-8, Principal and Assistant Principals

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**  
 1. Increased use and mastery of academic and content vocabulary as evidence by an increase in performance in formative and summative assessments.

**D. Timeline for implementation and completion including start and end dates**  
 1. Over the course of the 2013-2014 Academic Year.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**  
 1. Double blocks of teaching and learning for all students in LA, Mathematics, and Science & Social Studies to support the implementation of the vocabulary instructional focus /I Ready Book in LA & Mathematics with the vocabulary supplement.

#### **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).  
 Several strategies to increase parent involvement in this work include, but are not limited to: Parent workshops tat deepen parent understanding the Common core Learning Standards in LA and Mathematics, understanding the New State Assessments in both subjects, how to expand student vocabulary at home, ARIS parent workshops to track student progress, classroom visits of the teaching and learning, exposure to the CCLS, participation of the SLT in the selection and purchase of additional curriculum supports and supplements that promote academic vocabulary.

#### **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 #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.

School Improvement Goal # 1-By June 2014, all teachers will utilize exit slips in grades 1-8 as a formative assessment to monitor daily student understanding. 2.2, as measured by observation reports that reflect effective use of exit slips to inform teaching practice.

**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.

An Area for Improvement from the 2012-2013 Quality Review Report, influenced the development of this goal, "Expand the alignment of assessments to your curricula and the consistency of grading policies across the school to adjust instruction to increase student progress." Our Teacher teams feel students learn best when formative assessments are used to INFORM instructional decisions. Therefore, we will implement the use of exit slips in grades 1-8 as a means for assessing and monitoring daily student 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. All students in grades 1-8, in every class, every day will utilize an exit slip to monitor their daily understanding and progress.

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

1. All Teachers and Paraprofessionals in grades 1-8, Assistant Principals and Principal.

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

1. Constant monitoring of the use and effectiveness of exit slips as evidences through the frequent, short and formal classroom observations.

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

1. Over the course of the 2013-2014 Academic Year.

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

1. As part of the school goals and instructional focus, professional development and sharing of best practices will be scheduled for all teachers. Teacher teams across content and grades will monitor the progress and implementation.

**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).

Parent Involvement/engagement strategies aligned with this goal will include the following:

Parent Workshop: Parents and families in grades 1-8 will be introduced to how teachers use Exit Slips to modify instruction to address student needs.

Parent Teacher Conferences: (FALL and SPRING) Teachers will reference exit slip progress to provide parents with clear examples of their child's work as it reflect the student understanding of key concepts.

Before the workshops, the Parent Coordinator will advertise and distribute flyers about the upcoming workshops (translated for all families) along with the PTA President to encourage parents to attend. Parents will be encouraged to participate as we will advertise raffles of items donated by local merchants.

**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 #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.

School Improvement Goal # 2- Increase the percentage of attendance by using a revised system of rewards and recognition. 1.4

**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.

Detailed analysis of the 2012-2013 attendance data influenced this school improvement goal.

**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. Weekly monitoring of kindergarten and SWDs by teachers and the attendance team including rewards. Monthly assemblies for all students across the school.

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

1. Kindergarten teachers, all teachers of SWDs, Attendance Teacher and Team, Assistant Principals and Principal.

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

1. Increased percentage of attendance (93% 2012-2013 academic year- Goal of 95%)

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

September 2013-June 2014

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

1. Monitoring and revision of schedules for all students, monitoring of attendance and lateness patterns across grades. Daily use of School Messenger Program to call all households for a morning wake-up call & absence/lateness calls every evening.

**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).

With the use of School Messenger, all parents will be kept abreast of the daily attendance and lateness for students. The monthly calendar will highlight perfect attendance assemblies and reward opportunities so that all parents can come and participate in the celebrations. In addition, the Parent Coordinator and PTA President will promote and assist with the outreach and participation of all families.

**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 #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.

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

1.

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

1.

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

1.

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

1.

**E. 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.

|  | <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.

### 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>  | Finish Line Extended Day Program 3-8<br>All Star Phonics K-3<br>Pearson Editing Series<br>Wilson Grades 1-6<br>Interactive Writing Grades K & 1<br>National Geographic Non-Fiction<br>Libraries NYSESLAT Continental Press<br>Test Prep<br>Curriculum Associates ELA Ready<br>CCLS Grades 2-8<br>Vocabulary Builder K-8<br>Achieve 3000 for ELLs, Grade 2, 3 & 4 and all SWDs<br>Saturday Extended Learning Grades 3-6 | Whole and Small Group<br>Tutoring<br>1:1   | During and after school  |
| <b>Mathematics</b>  | Go Math Online Differentiation Program PK-5<br>Finish Line Extended Day Program Grades 3-8<br>Study Island Grades K & 6-8<br>Saturday Extended Learning Academy<br>Curriculum Associates Math Ready NY<br>CCLS Grades 3-8  | Whole and Small Group Teaching<br>Tutoring 1:1                                       | During and after school  |
| <b>Science</b>  | Content Area Reading Grades 2, 4 & 6<br>Laboratory Activities through<br>Urban Advantage MS Grant<br>Uptown Education<br>Discovery Education online series<br>Grades k-5   | Whole and Small Group Teaching<br>1:1 Tutoring                                       | During and after school  |
| <b>Social Studies</b>   | Content Area Readers<br>Non Fiction Content Trade book Series 3-7<br>World Book Online Series K-5<br>Learning Centers  | Whole and Small Group Teaching<br>1:1 Tutoring                                       | During and after school  |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | Counseling, mandated support , high school application preparation and administration, crisis intervention services by the guidance counselor<br>Counseling, evaluation, mandated and  | Whole and Small Group Teaching<br>1:1 Tutoring                                       | During and after school  |

|  |   |  |  |
|--|---|--|--|
|  | <p>at risk by SBST support and crisis intervention by school psychologist.<br/>Counseling, at risk, family intervention work, crisis and mandates support by social worker.<br/>Health &amp; nutrition counseling, asthma training, CPR/AED training, epi-pen training, first aid</p> |  |  |
|--|---|--|--|

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

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

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

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

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

**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).

Our school developed a comprehensive professional development plan that addresses CCLS, Danielson our instructional focus and school-wide goals. Professional development opportunities are also 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, Talent Coach, content coaches, 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, APs, 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 (Core Knowledge K-2) & Exp. Learning 3-8 in ELA and Go Math (K-5) and CMP3 (MS grades) 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 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 School wide 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 school wide 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 \_\_\_\_\_.
- Teacher teams engaging in collaborative inquiry by tracking data trends and looking at student work to improve teaching practices in all content areas.
- Textbook and instructional materials purchased for all content areas.
- Afterschool programs in LA, Mathematics & ESL.

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 school wide 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.).

As a neighborhood school we will enroll students from zoned neighborhoods. We will form a PreK-to-K Transition Team including the Principal, AP Early Childhood, School Counselor, the Parent Coordinator, and parents who will work collaboratively to assist preschool children as they transition from early childhood programs to the elementary school program. The team will meet monthly 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. To ensure seamless transitions, the expectation is that our PreK and Kindergarten teachers will engage in Lunch and Learns regarding CCLS for Early Childhood grades. 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 PreK-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.

The MOSL team attended Central and network 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 look 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).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

---

**Parent Involvement Policy (PIP) Template**

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

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

The School Leadership Team (SLT) in collaboration with feedback from PS/MS 138Q parent body designed this Parent Involvement Policy based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Teacher Association were consulted on the proposed Title I Parent Involvement Policy and asked to survey 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 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 the Parent Coordinator Ms. Kim Johnson, to serve as a liaison between the school and families. She 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: common core standards and curriculum, parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Host the required Annual Title I Parent Event on December 19<sup>th</sup> 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, 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;

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

- Maintaining a welcoming school environment with an open door policy so parents can visit the classrooms of their
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee; establishing a Parent Resource Center and lending library with instructional materials for parents;
- Hosting additional events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- Providing written and verbal progress reports through PUPIL PATH that are given to keep parents informed of their children's progress;
- Developing and distributing a PTA newsletter and updating our web publication designed to keep parents informed about school activities and student progress;
- Providing school calendars and school messenger communication for regular connections between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

PS/MS 138Q, 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 Common Core State Standards to enable participating children to meet the State's Standards and Assessments by:*

- Using all 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;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing funds available for transportation or child care for those parents who cannot attend a regular meeting;
- Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- Providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

**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>138</b> |
| School Name <b>The Sunrise 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>James McEnaney</b>                            | Assistant Principal <b>Randi Posner- Marino</b> |
| Coach  | Coach   |
| ESL Teacher <b>Karen Pinsky</b>                            | Guidance Counselor <b>Marc Guenoun</b>          |
| Teacher/Subject Area <b>Norma Tineo- Gr. 1</b>             | Parent  |
| Teacher/Subject Area <b>M. Narcisse- MS Social Studies</b> | Parent Coordinator <b>Kim Johnson</b>           |
| Related Service Provider <b>Ilene Rabinowitz</b>           | Other   |
| Network Leader(Only if working with the LAP team)          | Other   |

### 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                                  | <b>1</b> | Number of teachers who hold both content area and ESL certification          | <b>0</b> |
| Number of certified bilingual teachers currently teaching in a bilingual program  | <b>0</b> | Number of certified NLA/foreign language teachers  | <b>1</b> | Number of teachers who hold both a bilingual extension and ESL certification | <b>1</b> |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | <b>1</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>0</b> | Number of special education teachers with bilingual extensions               | <b>0</b> |

### D. Student Demographics

|  |            |                      |           |   |              |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | <b>795</b> | Total number of ELLs | <b>30</b> | ELLs as share of total student population (%) | <b>3.77%</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><br>(60%:40% → 50%:50% → 75%:25%) |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Dual Language</b><br>(50%:50%)  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Freestanding ESL</b>  |   |   |   |   |   |   |   |   |   |   |    |    |    |         |
| Pull-out   | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 2 |   |    |    |    | 16      |
| Push-In  |   |   |   |   |   | 1 |   |   |   |   |    |    |    | 1       |
| <b>Total</b>   | 2 | 2 | 2 | 2 | 0 | 3 | 2 | 2 | 2 | 0 | 0  | 0  | 0  | 17      |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |                                |   |
|-----------------------------|----|--|----|--------------------------------|---|
| All ELLs                    | 30 | Newcomers (ELLs receiving service 0-3 years) | 21 | ELL Students with Disabilities | 6 |
| SIFE                        | 0  | ELLs receiving service 4-6 years             | 7  | Long-Term (completed 6+ years) | 2 |

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   | 0    | 0   | 0   | 0    | 0   | 0   | 0    | 0   | 0     |
| Dual Language | 0   | 0    | 0   | 0   | 0    | 0   | 0   | 0    | 0   | 0     |
| ESL           | 21  | 0    | 1   | 7   | 0    | 3   | 2   | 0    | 2   | 30    |
| Total         | 21  | 0    | 1   | 7   | 0    | 3   | 2   | 0    | 2   | 30    |

Number of ELLs who have an alternate placement paraprofessional: 0

### 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      | 1 | 0 | 1 | 0 | 0 | 0 | 3 | 1 | 0 |   |    |    |    | 6     |
| Chinese      | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |   |    |    |    | 3     |
| Russian      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Bengali      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Urdu         |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Arabic       | 0 | 2 | 1 | 2 | 0 | 1 | 2 | 1 | 0 |   |    |    |    | 9     |
| Haitian      | 3 | 1 | 2 | 0 | 0 | 0 | 1 | 2 | 3 |   |    |    |    | 12    |
| French       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Korean       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Punjabi      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Polish       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Albanian     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Other        |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b> | 6 | 4 | 4 | 2 | 0 | 1 | 6 | 4 | 3 | 0 | 0  | 0  | 0  | 30    |

## 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 | 1 | 1 | 0 | 1 | 0 | 2 | 0 |   |    |    |    | 8     |

| 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)   | 4 | 1 | 2 | 1 | 0 | 0 | 0 | 1 | 1 |   |    |    |    | 10    |
| Advanced (A)  | 0 | 2 | 1 | 0 | 0 | 0 | 6 | 1 | 2 |   |    |    |    | 12    |
| Total   | 6 | 4 | 4 | 2 | 0 | 1 | 6 | 4 | 3 | 0 | 0  | 0  | 0  | 30    |

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

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

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

| NYS Science           |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | NL | English | NL | English | NL | English | NL |       |
| 4                     | 0       | 0  | 6       | 0  | 3       | 0  | 0       | 0  | 9     |
| 8                     | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0     |
| NYSAA Bilingual (SWD) | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>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.

Our school uses the TC assessment to assess the early literacy skills of our ELLs. Our new literacy series, Core Knowledge, has an assessment component as well. We also analyze the reading and writing sections of the LAB-R and the NYSESLAT to gather insights. The data shows that our students have deficits in both reading and writing skills; the latter being the weakest especially with our Arabic speaking students and students with disabilities. Knowledge of the specific strengths and weaknesses help teachers drive instruction and added support where needed. In addition, programs, such as Achieve 3000, have been implemented to help narrow the gaps. Our schoolwide instructional focus is also on vocabulary used to strengthen student writing. Therefore there is an expectation that all students' writing will reflect an increase in the use of academic vocabulary.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data patterns reveal that our ELLs do better in Math and Science than in ELA. Based on the modality breakdown of the NYSESLAT, our ELLs are more proficient in Listening and Speaking than in Reading and Writing in all grades. Our ELLs in K-Grade 3 are lower functioning than our Grade 4-8 ELLs. Our Arabic students, who need to learn a new alphabet, have a great deal of difficulty in ELA.
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](#))

Our newcomers perform significantly lower in Listening and Speaking than our ELLs who have been in the US for more than 3 years. Our long term ELLs are proficient in Listening and Speaking, but advanced in Reading and Writing. This may also be because our long term ELLs are SWDs. Our administration looks at the AMAOs of the ELLs to plan instructional objectives. An emphasis on vocabulary to enhance reading and writing skills is our instructional focus.

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The results of the ELA and Math exams indicate that all ELLs need improvement, regardless of their level of English proficiency. Although the students were provided content area exams in their native language, most of the ELLs did not take advantage of them. This is because our ELLs receive content area instruction in English. Also, most of our upper grade ELLs are not literate in their native language.

- b. not applicable
  - c. not applicable
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](#).)

All of our students at PS/MS 138, including our ELLs, are assessed formatively on a daily basis, as well as summatively in all subject areas. Our ELLs are instructed in the Common Core Curriculum. Our literacy programs, Core Knowledge (K-2), and Expeditionary Learning (3-8), our Math Programs, Go Math (K-5), and CMP3 (6-8), have built-in intervention components for struggling ELLs.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Since our ELLs are on various levels of second language development, planning for instruction is based on their individual needs. Our teachers give our ELLs work that is developmentally appropriate. Scaffolds are provided to our ELLs so that they have equal access to the Common Core Curriculum.
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?

Not applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
In order to evaluate the success of our program for ELLs, the ESL teacher collaborates with the content area and classroom teachers of these students regarding progress, curriculum, ESL methodologies, and testing concerns. Data is analyzed and used to drive future instruction. AYPs are evaluated based on the results of the NYSESLAT and other state standardized tests.

## 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](#).)  
Upon admittance, parents of ELLs are given a Home Language Identification Survey in their choice of language to complete. An informal interview is conducted by a qualified pedagogue (certified ESL Teacher or Administrator) in order to determine the language spoken at home. If necessary, a qualified staff member is called upon to translate and assist in this process. If no such translator is available in the school, the Translation Unit is contacted for assistance. Within ten days of admittance, the ESL teacher, Karen Pinsky, evaluates all HLISs to determine if a language other than English is spoken at home. If it is determined that the new admit speaks another language at home, the ESL teacher, who is fully certified in ESL and Bilingual Spanish, administers the LAB-R and the Spanish LAB, if necessary. The original HLIS is then stored in the child's cumulative record folder and the ESL teacher keeps a copy in a file in room 203. Students who score below proficiency level on the LAB-R are placed in the school's ESL Program and their parents are invited to attend a Parent Orientation Workshop within 10 days of enrollment for first time entrants to the NYC school system, during which they are informed about the three different programs for ELLs.
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.  
Within the first ten days of enrollment, parents of newly enrolled ELLs are sent an entitlement letter, parent survey, and selection form in English and their native language. The letter invites parents to attend a Parent Orientation Workshop to learn about the three program choices available to their child.

At these workshops parents receive written information in their native language, which explain school policies and other important information. Parents watch a DVD in their native language, which explain the Transitional Bilingual, Dual Language, and ESL Programs. If parents do not chose a program or do not return the parent choice letter, by default, the parent option is a Transitional Bilingual Program.

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

3. 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](#)].)  
The ESL teacher distributes entitlement letters and Parent Surveys/Program Selection Forms the first day of ESL class. If parents of newly enrolled ELLs do not attend a scheduled workshop to explain the three program choices, an alternate date and time is offered. Telephone conferences are scheduled if a parent is unable to attend any of the offered workshop dates.
4. 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.  
Based on the results of the NYSESLAT, parents of ELLs who continue to be eligible for ESL are sent entitlement letters in English and their native language. These students are placed in the school's ESL Program. Newly enrolled ELLs are placed in the ESL Program within the first ten days of enrollment, based on their LAB-R score. Parents who select programs which do not exist at PS/MS 138 due to an insufficient number of students, are referred to the Parent Coordinator to assist in contacting the placement

office. Translators are called upon for assistance when necessary.

5. 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.  
In the Spring the ESL teacher administers all four components of the NYSESLAT to all ELLs. The R-LAT report guides the administration of the NYSESLAT.
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.   
Based on the completed Parent Selection Forms, there is a trend to choose a Freestanding ESL Program over Bilingual or Dual Language Programs. All 30 ELLs are enrolled in the Freestanding ESL Program.

## 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])?  
A fully licensed ESL teacher instructs the ELLs through a mostly pull-out program in 3 groups. She also pushes in to one fifth grade class twice a week to provide extra support to a low performing student. ELLs are grouped according to proficiency and grade levels.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see

table below)?

ELLs are pulled out of their classrooms Monday-Friday for the required number of minutes by the ESL teacher, who is fully certified. English is the only language of instruction, as we do not have any Bilingual or Dual Language Programs at our school. Beginner Level and Intermediate Level ELLs receive 90 minutes of ESL per day, or 450 minutes per week. Advanced Level ELLs receive 45 minutes of ESL per day, or 225 minutes per week. This is more than the number of hours mandated by NYS CR Part 154.

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.

Through academic rigor and explicit ESL and ELA instruction, all ELLs receive intensive instruction aligned with the Common Core Learning Standards. All content area lessons are differentiated to meet students' needs. Teachers of ELLs scaffold academic language to support students' participation in content areas. Bridging techniques are used to connect new concepts to prior knowledge. Teachers of ELLs also use visuals, realia, drama, and oral presentations to support students' understanding of academic content. They also model the use of the language and teach language functions and structures within the context of the lesson. All instruction is conducted in English.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
The test coordinator and ESL teacher ensure that all ELLs in grades 3-8 receive content area standardized tests in their native language, if available. In addition, all ELLs are provided translated glossaries and word for word dictionaries.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Formal and informal evaluations are used often throughout the year to assess progress in all four modalities of the language.
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).

There are no SIFE students at PS/MS 138 at this time.

Newcomers to the country are provided with bilingual dictionaries for their personal use. They are assigned a buddy who speaks their native language to make their transition easier and help with content area vocabulary. Library books are available in the native language of new arrivals as well. All newcomers are encouraged to attend Extended Day AIS, Title III, and Summer School Programs.

ELLs who have been receiving ESL service for four to six years are usually at the Advanced or Proficient level in Speaking and Listening based on the NYSESLAT, but require intensive instruction in Reading and Writing, as well as phonics instruction. These students are encouraged to attend After School Extended Day AIS, Title III, and Saturday Bootcamp for Literacy to help them acquire the literacy skills needed to become proficient in all four modalities of English.

The long term ELLs at our school are all Students With Disabilities. These students receive instruction on Achieve 3000 which automatically differentiates according to the students' reading level. They also attend extended day, the Title III program and Saturday Boot Camp.

Former ELLs are monitored for progress and receive ESL services on an individual basis, as needed. Articulation between the ESL teacher and the classroom/content teachers continues throughout the year. As per the New York State regulations, these students continue to receive testing modifications on all standardized tests for two consecutive years after passing the NYSESLAT.

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?

In order to provide access to academic content areas and accelerate English language development, ESL strategies are used by the ESL teacher and the classroom/content area teachers. These strategies include scaffolding, activating and building on prior knowledge, using hands-on activities, graphic organizers, visual representations, and bilingual and picture dictionaries. Pre-reading strategies are used and tiered vocabulary words are emphasized.

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?

ELL- SWDs receive all services as per their IEPs. At the beginning of the schoolyear, all service providers meet to ensure that there are no conflicts in scheduling, so that these students receive all necessary services. Flexible schedules allow for various Special Education teachers to push in to the classes of these students. Whenever feasible, students are mainstreamed for certain content area classes.

### Courses Taught in Languages Other than English ⓘ

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

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

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

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

|   | Beginning            | Intermediate         | Advanced             |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                      |                      | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>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

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

### Native Language Usage and Supports

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

| Native Language Usage/Support  |  | Transitional Bilingual Education (TBE) |              |          |
|--|--|--|--------------|----------|
| 100%   |  |  |              |          |
| 75%  |  |  |              |          |
| 50%  |  |  |              |          |
| 25%  |  |  |              |          |
|  |  | Dual Language                          |              |          |
| 100%   |  |  |              |          |
| 75%  |  |  |              |          |
| 50%  |  |  |              |          |
| 25%  |  |  |              |          |
|  |  | Freestanding ESL                       |              |          |
| 100%   |  |  |              |          |
| 75%  |  |  |              |          |
| 50%  |  |  |              |          |
| 25%  |  |  |              |          |
|  |  |  |              |          |
| TIME   |  | BEGINNERS                              | INTERMEDIATE | ADVANCED |
| TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports. |  |  |              |          |

## B. Programming and Scheduling Information--Continued

9. 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.
- Targeted intervention programs for ELLs include Achieve 3000, a reading comprehension computer program for grades 3-8, Extended Day AIS, Title III After-School Academy, Saturday Bootcamp for ELA and Math, Reading Recovery for grade 1, AIS Speech, and At-risk Counselling. All of these programs are conducted in English only.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- All of our ELLs are mainstreamed into English only speaking classes. In these classes they receive appropriate content on their grade level. A fully certified ESL teacher assists the classroom and content area teachers in planning and instruction.
11. What new programs or improvements will be considered for the upcoming school year?
- This year the entire school is using new Common Core Math and ELA programs.
12. What programs/services for ELLs will be discontinued and why?
- There are no programs or services for ELLs that will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We offer our ELLs access to all school programs. All ELLs are invited and encouraged to attend Extended Day AIS, Title III, and Saturday Bootcamp for Literacy and Math. If eligible, our first grade ELLs receive Reading Recovery instruction.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All ELLs have access to the Internet using computers in their classrooms. There are also two Computer Labs in the building, which are accessible to all students. Our ELLs use Achieve 3000, a computer program, to develop new vocabulary and improve reading comprehension. This program also has an at-home component, which encourages our ELLs to extend their learning after school hours. Study Island is another computer program used by our ELLs. Bilingual dictionaries and native language books are available to our ELLs. Our new Literacy and Math programs have a built-in ELL component, which is helpful to the teachers of our ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is facilitated through the ESL classroom library, bilingual dictionaries and glossaries, translated materials, and peer translators and grouping. Cooperative learning allows the newcomers to communicate in their native language while learning social language, and then transition into academic language. This allows students to be grouped with other students who are familiar with the specific native language and have a higher level of English proficiency. The ESL teacher and several other pedagogues speak Spanish, which helps assist our Hispanic ELLs. Many of our teachers, and a Special Education paraprofessional speak French and Haitian Creole, which are the native languages of the majority of our ELLs.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- Required services, instruction, support, and resources correspond to the ages and grade levels of our ELLs. Dual language books, glossaries, and dictionaries, hands-on manipulatives, audio/visual materials, and computer programs that are available to our ELLs are age and grade level appropriate.
17. 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.
- In March and April early registration is conducted for parents of incoming students for the following September. The ESL teacher meets with the parents of potential ELLs and offers suggestions to get their child prepared for school. Whenever possible, materials are offered to the parents in their native language. Translators are contacted if necessary. New ELLs who register throughout the year are assigned a buddy who speaks their language to assist the newcomer in getting acclimated.
18. What language electives are offered to ELLs?
- All ELLs in Middle School (Grades 6-8) are required to take a class in Spanish as a Foreign Language. Sixth and seventh graders have Spanish class twice a week; and eighth graders have Spanish class three times a week.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - 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)?

Not applicable

### 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.

The Professional Development Plan emphasizes the Common Core Curriculum as it relates to our ELLs. Classroom teachers in all grades have common prep periods so that professional development, planning, and gathering of data can take place. Professional development of ELL personnel also takes place during our Thursday afternoon PD time and on Professional Development days. The ESL teacher and classroom teachers of ELLs are also encouraged to attend the many Common Core workshops pertaining to ELLs offered by the Department of Education throughout the year.

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

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

Teachers are encouraged to attend the minimum 7.5 hours of ELL training. This training is offered through various workshops given by the New York City Department of Education. The school's approach to professional development is informed by a theory of actions and results. Structures of professional development are in place, including but not limited to, whole school access to PD 360. This approach to professional development allows teachers and paraprofessionals opportunities to coordinate and customize their own professional development to meet their students' needs. Additionally, the school maintains a professional development calendar that ensures professional development aligned to the citywide instructional expectations, positive student outcomes for all students and a comprehensive data driven teaching and learning program. Furthermore, teachers who are willing and able may attend any outside professional development at their discretion and are required to turn key the latest information to all teachers.

## **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?
  1. Parents of all students, including ELLs, are encouraged to participate in all workshops and meetings. These activities are offered during the school day, after school, evenings, and on Saturdays. Examples of these workshops include: Homework Help, Math, Test Prep, Common Core, Resume Writing, and Science. Refreshments are served at these events, and childcare is offered.
  2. Our school partners with many agencies and community based organizations to provide information, workshops, and trips to all parents, including parents of ELLs. Translators are called upon as necessary. Some examples of these events are: Police Department-Gangs and Violence, Cornell Extension- Nutrition and Cooking, Cool Culture- Literacy Without Walls, and Learning Leaders-various trips geared toward newcomers and their families. Our PTA will be partnering with another school in Rosedale to collaborate activities for families. There will be a Health Fair, which will address issues related to health insurance, nutrition, immunizations, etc. In order to make communication more comprehensible for the parents of our ELLs, the new PTA newsletter is translated into the four languages spoken by our ELLs (Spanish, Haitian Creole, Arabic and Chinese).
  3. We evaluate the needs of parents by sending home surveys that inquire about the kind of workshops that would be of interest to them, and the time of day they would be available to attend. All workshops end with an evaluation form used to ascertain the benefit of the topic addressed and provide feedback and suggestions for future workshops. Parents are encouraged to attend PTA meetings and voice their needs and concerns at that time as well. Our Parent Coordinator, Kim Johnson, utilizes the Translation Unit to help communicate with parents of ELLs when necessary.
  4. The results of the surveys sent home to parents are evaluated by the administration and the parent coordinator in order to plan for workshops and trips that would be beneficial to the needs of our parents.

## **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.

## 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) |
|----------------------|----------------------|-----------|-----------------|
| James Mc Enaney      | Principal            |           | 12/2/13         |
| Randi Posner-Marino  | Assistant Principal  |           | 12/2/13         |
| Kim Johnson          | Parent Coordinator   |           | 12/2/13         |
| Karen Pinsky         | ESL Teacher          |           | 12/2/13         |
| N/A                  | Parent               |           | 12/2/13         |
| Norma Tineo, Grade 1 | Teacher/Subject Area |           | 12/2/13         |
| Mona Narcisse        | Teacher/Subject Area |           | 12/2/13         |
| N/A                  | Coach                |           | 12/2/13         |
| N/A                  | Coach                |           | 12/2/13         |
| Marc Guenoun         | Guidance Counselor   |           | 12/2/13         |
| N/A                  | Network Leader       |           | 12/2/13         |
|                      | Other                |           | 12/2/13         |

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

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

DBN: 29Q138 School Name: PS/MS 138

Cluster: 2 Network: 208

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

### **Part A: Needs Assessment Findings**

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

At PS/MS 138 we use the information on the Home Language Identification Surveys completed by the parents of all new admits. Once we ascertain the language needs of our parents, we translate notices and forms to be sent home via translators in the school or the Translation Unit.

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.

Our findings, based on the information provided by the Home Language Identification Surveys, indicate that a very small percentage of our families need information in another language. The predominant languages at this time are: Haitian Creole, Arabic, Spanish and Chinese. We report these findings to the school community through parent workshops, parent teacher conferences, school leadership team functions and our parent resource library.

## Part B: Strategies and Activities

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

There are several staff members at PS/MS 138 who speak, read, and write Haitian Creole and Spanish, the languages other than English most spoken by our families. The Translation Unit is called upon if the families of other languages not spoken by our staff members need written or oral explanations.

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

When our families require oral interpretation services, translation will be done in-house. If no staff member is available or able to meet the needs of the parents, the assistance of the Translation Unit will be utilized.

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>.

Based on the information collected from the Home Language Identification Surveys, the need for fulfilling Chancellor's Regulations A-663 is determined. There are signs predominantly posted in our school lobby and in the main office that inform families of available translation services.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

| Part A: School Information   |                              |
|--|------------------------------|
| Name of School: PS/MS 138Q   | DBN: 29Q138                  |
| Cluster Leader: Despina Zaharakis  | Network Leader: Daniel Purus |
| This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><input type="checkbox"/> NOT conceptually consolidated (must complete part E below) |                              |

| Part B: Direct Instruction Supplemental Program Information  |
|--|
| The direct instruction component of the program will consist of (check all that apply):<br><input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:   |
| Total # of ELLs to be served: 30<br>Grades to be served by this program (check all that apply):<br><input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5<br><input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: 4<br># of certified ESL/Bilingual teachers: 1<br># of content area teachers: 3  |

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

### Part C: Professional Development

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

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

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

It will include the following:

\*Scaffolding for ELL instruction

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

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

### Part C: Professional Development

\*Vocabulary strategies for building content area language

\*Foldables for spelling, vocabulary and test prep

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

### Part D: Parental Engagement Activities

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

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

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

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

PTA meetings held on the last Thursday of every month

Breakfast with Santa

Breakfast with the principal

ARIS parent workshop

Curriculum night

Halloween Carnival

Common Core Parent Workshop series

Parents as Partners week (once a month)

School Leadership Team

### Part E: Budget

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

Allocation Amount: \$

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