



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: SAMUEL RANDALL SCHOOL
DBN (i.e. 01M001): 08X138
Principal: LORRAINE CARROLL-DAWKINS
Principal Email: LCARROL@SCHOOLS.NYUC.GOV
Superintendent: TIMOTHY BEHR
Network Leader: MARGARET STRUK

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
Lorraine Carroll -Dawkins	*Principal or Designee	
Deborah Martinez Teran	*UFT Chapter Leader or Designee	
LaKeisha Cobbold	*PA/PTA President or Designated Co-President	
Carol Bracero	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Paulette Owens	Member/ Teacher	
Diane Munro Morris	Member/ Teacher	
Ashley Weinrauch	Member/ Teacher	
Latrell McFarland	Member/ Parent	
Mark Green	Member/ Parent	
Jesus Valdes	Member/ Parent	
Leda Goodwin	Member/ Parent	
Klmoshay Hagigal	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

School Information Sheet for 08X138

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	842	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	41
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population		83.3%	% Attendance Rate		90.7%
% Free Lunch		87.0%	% Reduced Lunch		2.9%
% Limited English Proficient		6.0%	% Students with Disabilities		15.0%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native		0.4%	% Black or African American		29.2%
% Hispanic or Latino		67.6%	% Asian or Native Hawaiian/Pacific Islander		1.9%
% White		0.5%	% Multi-Racial		0.2%
Personnel (2012-13)					
Years Principal Assigned to School		14.63	# of Assistant Principals		3
# of Deans		N/A	# of Counselors/Social Workers		1
% of Teachers with No Valid Teaching Certificate		1.5%	% Teaching Out of Certification		6.5%
% Teaching with Fewer Than 3 Years of Experience		17.4%	Average Teacher Absences		8.7
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4		18.3%	Mathematics Performance at levels 3 & 4		12.6%
Science Performance at levels 3 & 4 (4th Grade)		84.4%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2012-13)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	<ul style="list-style-type: none">• A major recommendation with HEDI rating• Statement Of Practice (SOP) selected aligned to the goal• A goal aligned to the major recommendation• Instructional Strategies section, A-E for each strategy or activity that supports the goal• Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The school has established a very supportive school culture that is positively impacting students academic and personal development, as evidenced by the reduction in incidents of misconduct, improved attendance and ongoing improvement in students performance on the unit assessments.			
Describe the areas for improvement in your school's 12-13 SCEP.			
The evaluation of students work which affects the planning and the refinement of curriculum units.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
The students in PS 138 community are constantly moving around due to housing and family issues. Therefore we have foster children who tend to change schools often. So the students are not students that have received the basic foundation in our early childhood program. Hence there is a severe deficit with the students who come in from other part of the NYC and different states and country.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Our subgroups students made some gains in the school year 12-13. We received closing the achievement gap points on our 2012-2013 progress report. The students who made 75 th growth percentile and higher was significantly higher than the past two years.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
The students in PS 138 community are constantly moving around due to housing and family issues. Therefore we have foster children who tend to change schools often. So the students are not students that have received the basic foundation in our early childhood program. Hence there is a severe deficit with the students who come in from other part of NYC, different states and countries			
List the 13-14 student academic achievement targets for the identified sub-groups.			
On going professional development for teachers to improve instruction for students identified in sub groups. Therefore resulting improvement student academic achievement by 1%-3%.			
Describe how the school leader(s) will communicate with school staff and the community.			
Administration communicates in faculty conference and staff meetings. Parent will be informed in Parent workshops, monthly newsletters, and SLT meeting minutes..			
Describe your theory of action at the core of your school's SCEP.			
If data is used to drive instruction which is the action at the core of PS 138 SCEP, then teachers will be able to use all data in their classroom to improve their instruction			
Describe the strategy for executing your theory of action in your school's SCEP.			
Professional Development is the strategy for executing the theory of action in PS 138 SCEP 13-14. Teachers will be engage in staff development on the Danielson Teacher Effectiveness model which will help teaching to be more successful			
List the key elements and other unique characteristics of your school's SCEP.			
Saturday Art Academy Saturday Academic Academy Explicit Instruction Professional Development High Order Thinking Questioning Techniques Professional Development Data Driven Instruction Workshop. Thursday and Friday Math Academy			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			

PS 138 is capable to manage the improvement plan With the Danielson Teacher effectiveness program, Teachers work is more monitored via Pre and Post performance Assessments . As a school we chose goal setting so that teachers are more accountable ensuring students make their targeted gains. In addition to in house assessment the school is taking advantage of the networks offerings in Danielson's and Measures of Teacher's Performance.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The school utilizes a common teaching framework to clear expectations for improving instructional practice and has aligned professional development activities with observations data to deepen pedagogue skills.

Review Type:	QR	Year:	2012-2013	Page Number:	-4	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision		2.3 Systems and structures for school development
2.4 School leader's use of resources	x	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all teachers will review and analyze data from student assessment to improve instruction as evidenced by improvement in student achievement for identified subgroup students by 1 to 3%.

Instructional Strategies/Activities

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

Strategies/activities that encompass the needs of identified subgroups

1. Professional Development will be provided to teachers on using data to drive instruction.
2. Teachers will engage in collecting data for the following activities not limited to one on a daily basis

- *Guided reading group,
- *small comprehension skills groups,
- *Achieve 3000,
- *RAZ Kids- Reading and Writing A-Z program
- Tech4Learning Digital Storybook
- *Wilson and *Reading Reform instruction.

3. Teacher will form comprehension skills groups based on Reading Reform in K-2, Acuity in grades 3-5, Literacy by Design guided reading

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

1. Administration, teachers, coaches, NYS SESIS, and Fordham PSO staff
2. Teachers
3. Teachers

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

1. Lesson planning and informal and formal observation
2. Data binders
3. Two performance level increases as evident by Fountas and Pinell, Performance Assessment pre and post DRA2 running record levels which will support Interim short/long term reading goals

Timeline for implementation and completion including start and end dates

1. Monthly staff development
2. During each marking period throughout the academic year progress will be monitored
3. Lesson planning and informal and formal observation

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Provide ongoing training for teachers through administration and coach from the end of August 2013 through June 2014 to ensure effective implementation of
 1. Before, afterschool and on Saturdays (training rate) and 50 minute staff development and common preps
 2. To identify and purchase appropriate materials for literacy instruction.(Literacy by Design (textbooks), Ready Gen (textbooks), and Tech 4 Learning Digital Storybook A-Z learning accounts
 3. No cost for this activity.

Budget and Resource Alignment

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

x	PF Set Aside	x	Tax Levy		Title IA		Title IIA	x	Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE	x	PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams	x	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Develop a cohesive assessment system that enables all teachers to know their students' needs, and strengths on an ongoing basis, to support targeted instruction across all grades and content areas

Review Type:	QR	Year:	2012-2013	Page Number:	5	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	3.2 Enact curriculum	3.3 Units and lesson plans
X	3.4 Teacher collaboration	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all teachers will have collaborated at least twice a month to improve literacy instruction for targeted students in identified subgroups by reviewing student work for strengths and weaknesses as documented by attendance and agenda.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Teachers will be involved with workshops on literacy and QUILT(Questioning and Understanding to Improve Learning Thinking) questioning techniques
2. Teachers will meet as a grade to ensure a seamless ELA curriculum
3. Teachers will meet to cross grade articulation meetings to create rubrics for writing to ensure seamless content across the grades.
4. Workshops on the following topics:
 - Balanced Literacy ,
 - Critical thinking,- Depth of Knowledge (DOK)

Explicit Instruction
 Questioning – Depth of Knowledge, QUILT (Questioning and Understanding to Improve Learning Thinking) strategies
 Kagan Strategies
 RAZ Kids
 Tech4Learning Digital Storybook
 Reviewing Student work
 Adaptations and modifications

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

1. Administration , teachers, coaches NYS SESIS, Fordham PSO support staff
2. Administration , teachers, coaches NYS SESIS, Fordham PSO support staff
3. Administration , teachers, coaches NYS SESIS, Fordham PSO support staff and Tech4Learning Digital Storybook

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

- 1.Reviewing lesson plan and informal and formal observation
2. Agenda from meetings
3. Agenda and Writing Rubrics
- 4.. Two performance level increases as evident by Fountas and Pinell Performance Assessment pre and post and DRA2 running record data

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

1. Monthly meeting
2. Weekly
3. Bimonthly September –January and Monthly February - June
4. During each marking period throughout the academic year progress will be monitored

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

1. Provide ongoing training for teachers through administration and coach from the end of August 2013 through June 2014 to ensure effective implementation of instructional programs before, afterschool and on Saturdays.
2. To allow inquiry teams and teacher teams to meet to discuss student work to make schoolwide instructional changes. To ensure a seamless instruction in the literacy program.
3. To identify and purchase appropriate materials for literacy instruction.(Literacy by Design (textbooks), Ready Gen (textbooks), and Tech 4 Learning Digital Storybook A-Z learning accounts)

Budget and Resource Alignment

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

x	PF Set Aside	x	Tax Levy		Title IA		Title IIA	x	Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review

type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

.Enhance curricula by integrating academic assignments that promote cognitive engagement of all students in tasks that build their higher order thinking skills and ensure their progress in learning

Review Type: QR	Year: 2012-2013	Page Number: 3	HEDI Rating: D
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Tenet 4: Teacher Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	4.2 Instructional practices and strategies	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all teachers will be trained in various strategies thru enhance curriculum that promotes cognitive engagement and high order thinking skills to improve achievement levels for all students evidenced by teacher observation, lesson plans and student assessment outcomes.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

- Teachers will incorporate the following daily:
1. Explicit instruction,
 2. Quilt(Questioning and Understanding to Improve Learning Thinking) questioning skills,
 3. Learning styles and Adaptation and Modifications of the curriculum
 4. Response to Intervention

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

1. Teachers supported by administration, coaches, NYS SESIS and Fordham PSO
2. Teachers supported by administration, coaches, and Fordham PSO support staff
3. Teachers supported by administration, coaches, NYS SESIS and Fordham PSO
4. Teachers

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

1. Two performance level increases as evident by Fountas and Pinell and DRA2 running record levels
2. Lesson plans and informal and formal observation
3. Lesson plans and informal and formal observation
4. Two performance level increases as evident by Fountas and Pinell and DRA2 running record levels

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

1. Daily
2. Daily
3. Daily
4. Daily

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

1. Provide ongoing training for teachers through administration and coach from the end of August 2013 through June 2014 to ensure effective implementation of instructional programs before, after school and on Saturdays.
2. Provide ongoing training for teachers through administration and coach from the end of August 2013 through June 2014 to ensure effective implementation of instructional programs before, after school and on Saturdays.

3. To identify appropriate instructional materials for literacy services (Literacy by Design (textbooks) and Ready Gen On textbooks)
4. Small group instruction with students that are showing deficits in reading).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	PF Set Aside	x	Tax Levy		Title IA		Title IIA	x	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE	x	PF College & Career Readiness	x	PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders			

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).										
The administration and staff collaborate well to assist each other in implementing structures to insure that all students receive a high level of support in their personal and academic development										
Review Type:	QR	Year:	2012-2013	Page Number:	4	HEDI Rating:	D			

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.										
	5.2 Systems and partnerships					5.3 Vision for social and emotional developmental health				
	5.4 Safety				x	5.5 Use of data and student needs				

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.										
By June 2014, Administration and staff will have collaborated with community organizations and implemented an arts and academic program that supports all students interest and academic development.										

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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										
<ol style="list-style-type: none"> 1. Collaborate with different organization to support the ELLs and students with disabilities to develop our students socially, physically and emotionally.- 2. *Society of Educational Arts- provides workshops for students and bilingual theater productions 3. In house Saturday Arts Academy- Visual and Performing Arts 										
B. Key personnel and other resources used to implement each strategy/activity										
<ol style="list-style-type: none"> 1. Administration, Parent Coordinator and community based organizations 2. Community Based organization 3. Teachers, school aides, paras and community based organization 										
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity										
<ol style="list-style-type: none"> 1. Increase in attendance in Saturday Institute, increase in Fountas and Pinnell levels 2. Increase in attendance at workshops increase in Fountas and Pinnell levels 										

3. Increase in attendance in Visual Art Program increase in Fountas and Pinnell levels

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

1. November 2013 to June 2014
2. November 2013 to June 2014
3. December 2013- May 2014

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

Community based organization(Society for the Educational Arts) will provide the arts for our students through a Cultural Grant from Councilwoman Anabelle Palmer.

Budget and Resource Alignment

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

x	PF Set Aside		Tax Levy	x	Title IA		Title IIA	x	Title III	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE	x	PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams	x	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI				PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The principal in collaboration with significant stakeholders, makes effective decisions that are aligned with the school's goals and key standards to improve instruction and student performance.

Review Type:	QR	Year:	2012-2013	Page Number:	3	HEDI Rating:	D
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, The principal will collaborate with parents to increase academic support for student through parental involvement and engagement by 1 % as indicated by attendance sheets from all parent activities

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

To work with parents and families to participate in the different types of workshops provided for them
Activities:

1. *Common Core Math,
2. *Common Core ELA(Guided Reading, Reading Reform)
3. *Computer Assessment (Starfall, Achieve 3000, Acuity, RazKids ,Envision, and ARIS)
4. How to help students with homework and projects
5. * All about IEP

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

1. Administration, Math Coach and Parent Coordinator,
- 2 Administration, Literacy Coaches Data Specialist, and Parent Coordinator
- 3 Administration , Teachers and Parent Coordinators
4. Administration, Literacy Coaches Data Specialist, and Parent Coordinator
5. Administration, IEP Teacher Service providers and Parent Coordinator

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

1. Attendance Sheets for Workshops, Envision Test Scores and State Math Exam
2. Attendance Sheets for Workshops, DRA Levels and State ELA Exam, MOSL Assessments
3. Attendance Sheet, Envision Math Scores, DRA Levels, State Exams
4. Teachers will look for student growth through completed projects
5. Attendance Sheets

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

1. Monthly September – June
- 2 .Monthly September – June
- 3 Bimonthly September- June
- 4 Monthly September- June
- 5 November and December

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

1. Per session will be provided for staff members
2. Per session will be provided for staff members
3. Per session will be provided for staff members and educational consultants for various computer based activities
4. Per session will be provided for staff members
5. Provide during the day by IEP teacher, Parent Coordinator and service providers`

Budget and Resource Alignment

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

x	PF Set Aside		Tax Levy	x	Title IA		Title IIA	x	Title III		Grants
----------	---------------------	--	-----------------	----------	-----------------	--	------------------	----------	------------------	--	---------------

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE	x	PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Saturday School, Small Group Instruction (Buckle Down ELA	Small Group instruction	Saturday School
Mathematics	Saturday School (Buckle Down Math Thursday Friday afterschool (AUSSIE designed Common Core Math Curriculum),	Small Group	Afterschool(Thursday and Friday) and Saturdays
Science	Science Class (Kaplan and Harcourt)	Cluster	During School
Social Studies	Social Studies (authentic literature	Cluster	During School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual Counseling	One to one	During the school day

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

- a) 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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.

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

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).

Professional Development is provide in house, through the CFN551 and NYCDOE throughout the school year. These professional covers a wide range of academic subject matters Ready Gen, Danielson Teacher Effectiveness, Explicit Instruction, Paraprofessional as Stakeholders ,and Strategies for ELL and Student with disabilities.

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.).

After school services are provides for ELL's through Title III monies After school services for SWD through Priority Focus School Monies Students in Temporary Housing are provided with books and supplies on the on need basis.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

We have a kindergarten open house every June so the PS 138 preschools and the Richard Green Daycare parents can view our Kindergarten program. Workshops are provide for PS 138 PreK parents monthly by social worker and PS 138 administration.

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.

Teachers voted to use the goal setting as a measure of student growth. Teachers made independent decision on what type of evaluation would suit their professional needs.

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;

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 08	Borough Bronx	School Number 138
School Name Samuel Randall		

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 Lorraine Carroll Dawkins	Assistant Principal Darlene Stokes McWhales
Coach Brigette Hargett, Grades 3-5	Coach Deneen Davis, Grades K-2
ESL Teacher Debra Rymer	Guidance Counselor Barbara Godwin
Teacher/Subject Area Janet Perritano, Bil. Writing	Parent type here
Teacher/Subject Area type here	Parent Coordinator Mildred Jimenez
Related Service Provider Paulette Owens	Other Deneen Davis, Testing Coord.
Network Leader(Only if working with the LAP team) Marge Struk	Other Lillian Fleshman Whitaker

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	846	Total number of ELLs	31	ELLs as share of total student population (%)	3.66%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In		1	1	1	1	1								5
Pull-out		1	1	1	1	1								5
Total	0	2	2	2	2	2	0	0	0	0	0	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	1
SIFE	2	ELLs receiving service 4-6 years	23	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	8	2	1	23	0	0	0			31
Total	8	2	1	23	0	0	0	0	0	31

Number of ELLs who have an alternate placement paraprofessional: 3

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
TOTAL	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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	3	5	7	6	9								30
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											1
TOTAL	0	3	6	7	6	9	0	0	0	0	0	0	0	31

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)	0	1	0	1	1	1								4

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)		1	3	0	1	3								8
Advanced (A)		1	3	6	4	5								19
Total	0	3	6	7	6	9	0	0	0	0	0	0	0	31

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

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

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

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

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

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Our school uses a DRA assessment to evaluate the early literacy skills of our ELLs in addition to the LAB-R (soon to be NYSITELL). The insights provided about our ELLs from the data include the need for letter-sound correlation reinforcement and the need for further support attaining BICS for four of our beginners/newcomers. The data that we use indicates student performance gaps in reading comprehension when comprehension questions require students to infer or draw conclusions. Also students need reinforcement with writing. This data seems to correlate with NYSESLAT scores. In particular, we are focusing on structure in writing and utilizing technology to help students revisit, review, rewrite and generally be better communicators in English.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Primarily what is revealed is that students need more support to attain grade level writing and to answer the given question accurately. Additionally, a handful of students missed scoring as proficient only by a few points in listening. The implications for instruction have led us to focus on how transitional words guide us to establish sequence and other cognitive tasks. Students are also gathering information during read alouds and using information from listening centers to support their own opinions. The LAB-R reveals that few of our students come into Kindergarten reading. Many of the students could identify beginning sounds but were unable to identify end sounds. A small group of students enter our school without any English at all and with limited or no print awareness.
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](#))

Patterns across NYSESLAT modalities affect instructional decisions by reinforcing the need for listening centers, for teaching students to unpack and address test questions directly by rephrasing the question and targeting responses to the actual question. Additionally, students are given extra reinforcement with writing, particularly with providing details, writing with structure, using transitional words, awareness and utilization of figurative language and awareness and utilization of idiomatic expression. Our school has used AMAO to implement much more support for ELLs in mathematics and content areas.

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?

A. Patterns across NYSESLAT modalities indicate the need for listening centers, for teaching students to unpack and address test questions directly by rephrasing the question and targeting responses to the actual question. Most students elect to take tests in English with bilingual dictionaries and a native language test is used as a translation guide. They also have the use of bilingual glossaries. 4. B and C. Teachers of ELLs use the results of the periodic assessments as a gauge to inform their teaching. The results of periodic assessments have revealed that students' listening skills are stronger than their reading and writing skills. The results of this assessment show that students need more practice with strategies in reading comprehension and writing. As the NYSESLAT has been retooled to meet with Common Core standards, it became evident that students needed further experience with responding to and producing writing utilizing Tier 2 and Tier 3 vocabulary.

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](#).)

Teachers analyze data and create implications for instruction in teacher work groups during PD and planning times. Instruction for students is research-based

6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers analyze data and create implications for instruction in teacher work groups during PD and planning times. The ESL teacher meets with all teachers of ELLs to dialogue with them about instruction, scaffolding, modifications and testing.

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?

NA as our school currently only offers Freestanding ESL

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.). We conduct an ongoing review of formal and informal assessment data and student achievements in order to assess the success of our ESL program. Formal data includes results from all state exams including the NYSESLAT, ELA, math and science tests. Additionally, we utilize feedback from parents and staff via reflection sheets, surveys, and face-to-face meetings and conferences.

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](#).)
There are several steps followed to identify students as English Language Learners (ELLs) at PS 138. First, the Home Language Survey is administered by Ms. Santana, a bilingual pedagogue, assisted by Ms. Ochoa, a bilingual pupil accounting secretary. Then, an informal oral interview in English and in the native language is administered. Next, the texting coordinator, Ms. Deneen Davis, interprets the surveys to determine the students' eligibility for LAB-R testing. Bilingual literacy teachers Ms. Perritano and Ms. Garcia, conduct informal interviews of students in Spanish and English. Ms. Rymer, a licensed ESL teacher, then administers the LAB-R test to eligible students and assists Ms. Davis in hand scoring the tests to determine students' eligibility for ESL services. If a student is eligible for ESL services and cannot take the LAB-R in English, a Spanish LAB is administered by a Spanish speaking teacher with a Bilingual or ESL license. This is all done within 10 days of a student's admittance. Annual evaluations for ELLs in grades 3-5 include an ELL Interim Assessment. Further, the NYSESLAT is given to all ELL students in the Spring. Before the NYSESLAT, a testing schedule, accounting for testing modifications for students with IEPs, is created by the testing coordinator, Ms. Davis, and is coordinated by the ESL teacher, Ms. Rymer. Test conditions, such as walls being covered, go into effect. Ms. Rymer, Ms. Garcia and Ms. Perritano administer the NYSESLAT. Finally, this team and Ms. Davis use the RLAT and RNMR ATS reports to determine eligibility for ESL services.
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.
Our Parent Coordinator invites parents of newly enrolled ELLs who are eligible for ELL services to an Orientation of Parents for English Language Learners. Invitations to the Orientation are arranged by phone calls to the families of the ELL students. When a child does not score as English language proficient on the LAB-R, a "Parent Notification Letter for Newly Entitled Students" is sent home with the student. The Parent Coordinator contacts parents to invite them to attend parent orientations, breakfasts and lunches where bilingual materials are distributed to academically and socially support ELL parents and students. If a TBE/Dual Language program becomes available, parents will be notified by phone calls and letters home.
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](#)].)
Ms. Jimenez, Parent Coordinator, compiles and distributes the Entitlement letters. The continuation letters are compiled and distributed to students in September. Copies are kept in the Assistant Principal's office, Room 301, in the designated cabinet. Newly Entitled letters, completed after LAB-R testing by the ESL teacher or Testing Coordinator, are copied and distributed to parents. The copies are kept on file in the main office. Ms. Jimenez calls parents of newly entitled ELLs to invite them to a Parent Orientation Meeting. At the Parent Orientation Meeting, parents view the video, "Orientation Video for Parents of Newly Enrolled English Language Learners in the language of choice, describing the three program choices for ELLs. The parent coordinator distributes bilingual academic and social materials, including calendars and emergent reader materials to provide support to ELL parents and students. Parents and/or guardians fill out the Parent Survey and Program Selection form, assisted by the Parent Coordinator if necessary. If a parent cannot attend the Parent Orientation Meeting, the Parent Coordinator conducts a phone interview in order to complete the Parent Survey and Program Selection Form. Copies are kept on file kept in the Assistant

Principal's office, Room 301, in the designated cabinet and the originals are returned to student CUM record files.

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.
The teachers of the ELLs, the ESL teacher and the Parent Coordinator communicate with parents in their native languages to determine program placement preferences. This is done during arranged meetings for parents of ELL students.

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.

Our Testing Coordinator and our ESL Teacher coordinate all applicable staff to ensure that all students who must take the NYSESLAT are present during testing periods. Students who must be tested are identified by the Testing Coordinator. The Testing Coordinator and ESL Teacher mobilize space and support as needed to test students on all four modalities within the testing window for each modality.

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. 
After reviewing the Parent Survey and Program Selection Forms for the past few years, we noticed that the trend is that parents are selecting a Freestanding ESL Program model as their first choice of program placement for their children. Our school is offering a Freestanding ESL program in compliance with parents' preferences. In 2012-13, all parents chose Freestanding ESL as their first program choice. On the occasion that a parent chooses to enroll their child in a Transitional Bilingual or Dual Language program, every effort is made to procure an acceptable placement in a local school. Thus far, parents have opted to continue enrollment at PS 138 in a 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. The organizational models we use utilize a combination approach including push-in, pull-out and co-teaching.
 - B. The program models are arranged in flexible groups as the ESL teacher assesses students' needs and proficiencies. Heterogeneous groups are used to target and model new skills. Homogenous groups are used to focus on reading proficiency and language acquisition. The ESL teacher also pushes in to the Science class to ensure students are gaining CALP by practicing academic vocabulary. Finally, the ESL teacher pushes in to the classrooms of students, accompanied by guest students, to form small instructional groups.
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)?

We ensure that students receive their mandated number of instructional hours as per CR Part 154: beginning and intermediate level students are given ESL services for 360 minutes per week and advanced students are given 180 minutes of ESL services per week. Ms. Rymer serves all ELL students in mixed-grade groups during pull-out and same-grade groups during push-in.

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.

Content areas are delivered in Push-in teaching by scaffolding the language of each lesson with ESL strategies such as cognate reinforcement (teacher-created cognate cards), peer partnering, directions in the Native language when necessary, and sensory reinforcement (use of realia, visuals, and listening library). Content areas are delivered in pull-out groups by using content embedded texts during non-fiction reading (social studies and science) and by close examination and visual modeling of math story problems. During co-teaching, the ESL teacher collaborates with the science teacher to determine the usefulness of native language texts and create science vocabulary cognate cards for home extension of lessons so that students can reinforce vocabulary acquisition, particularly CALP. Students are taught in English with native language reinforcement. Instructional approaches utilize the reading and writing workshop models inclusive of teacher modeling, discussion groups, reading and writing responses, independent and small-group instruction. Additionally, the ESL teacher uses technology to motivate students who read online and contribute writing to an ESL blog.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We ensure that ELLs are appropriately evaluated in their native languages by administering the Spanish Lab test when students score below the cut off. When results become available on ATS, the Testing Coordinator determines what other examinations must be delivered to each student in his or her native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The periodic assessments indicate student proficiency levels in reading and writing. The ESL teacher conducts assessments for listening and speaking and documents anecdotal evidence for student achievements in those modalities as well as the others.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. For our two SIFE students we take formal and informal assessments in order to target gaps in the students' background knowledge and language proficiencies. Both students are getting additional technology time and are encouraged to attend the after-school math program taught by our ESL teacher and the Saturday program which is taught by Ms. Perritano, the bilingual writing teacher.

b. For Newcomer ELLs, we utilize the Scaffolding Handbook tools available with our ReadyGen and Literacy by Design programs to provide necessary supports for students acquiring CALP. For students working on BICS, the ESL teacher provides additional vocabulary acquisition opportunities in small group instruction utilizing theatrical, interactive, and modeling techniques. Students are also working on instructional level texts that are either the same as class texts or are coordinated in terms of content and language goals. Some

materials which motivate students to read are online sites such as Starfall where students can gain phonetic support. Students take part in readers workshop and guided reading groups as well as writers workshops. Also, students are bolstered with additional practice in structuring writing while attending to differences between native language and the language of acquisition. During Guided Reading small group work, the ESL teacher uses phonics, choral reading, closed coral reading, fluency and comprehension lessons to build students' reading readiness. In addition to building student vocabulary and comprehension through exploration of fiction texts, the ESL and classroom teachers focus on non-fiction texts to build students' investigative skills and Tier 2 and 3 vocabulary. Attention is paid by all staff to the drive of Common Core Standards toward analysis and other higher order thinking skills.

c. For ELLs receiving services for 4-6 years, we target reading and writing strategies as these students have scored in the advanced or proficient ranges on the NYSESLAT test. Students are focusing on structures in shared reading and writing, higher-level analyses of writing, Native Language support, explicit grammar instruction when the native language is divergent from English, practice using the NYSESLAT test prep materials, and experience writing on a blog to promote writing readiness, supporting opinion and commenting on one another's writing. Students are also supported to make their own prewriting structures as fits the writer's purpose and to make their own graphic organizers for reading comprehension and listening comprehension as fits the purpose. Our students are writing on www.kidblog.org/PS132ESL and occasionally viewing appropriate videos on content area via Brainpop and Brainpop Junior and the government EPA site where they are doing research on our environment.

d. For Long-term ELLs, we create highly specialized groupings to target student needs. In this instance, the ESL teacher uses flexible grouping, targeted phonics, and listening library support to give the student in question a personalized program to achieve English language proficiency.

e. The plan for continuing transitional support is to support teachers in implementing ESL strategies through professional development. Additionally, the ESL teacher provides support in small group instruction to former ELLs for whom data has indicated the need for additional scaffolding. During push-in periods, the ESL teacher circulates among former ELLs as well as ELLs mandated to receive services.

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?

We utilize the Scaffolding Handbook tools available with our ReadyGen program to provide necessary supports for students acquiring CALP. For students working on BICS, the ESL teacher provides additional vocabulary acquisition opportunities in small group instruction utilizing theatrical, interactive, and modeling techniques. Students are also working on instructional level texts that are either the same as class texts or are coordinated in terms of content and language goals.

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?

For students with special needs (we have only one in a 12/1 setting) we utilize the previous ESL scaffolding strategies but note particularly the learning styles of the individuals. Careful grouping and lesson design allow students to learn in comfortable groups and settings, minimizing affect that could shut down learning. Additionally, the ESL teacher uses reward systems, and attends to student interests during lesson design. Instructional methods include speaking slowly and coherently, allowing extra wait time, collaborative learning, student-created graphic organizers and study materials and infusing lessons with technology and art when possible.

PS 138 is mindful of IEP requirements but tries whenever possible to place students in the least restrictive environment. One example is that the ESL teacher brings the only ELL who is in a 12/1 setting into the main building for some work groups and pushes in to that student's room with general ed students for other work groups. This provides the student with some time in the main building and some time as a host within his classroom. All students are serviced by the ESL teacher as per their weekly minute requirements.

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
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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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

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

Our targeted intervention programs (REFERENCE LAST YEAR'S PULL OUT PROG.) for ELLs in ELA, math and other content areas include an after school math program on Thursdays and Fridays during which ELLs receive extra instruction and practice with math, particularly word problems. The ELL group is taught by our ESL teacher, Ms. Rymer. On Saturdays, students also attend for extra literacy and math instruction delivered by Ms. Perritano, our bilingual writing teacher. ELLs receive extra support in science and technology when our ESL teacher pushes in to those classes, several times per week.

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

a. For our two SIFE students we take formal and informal assessments in order to target gaps in the students' background knowledge and language proficiencies. Both students are getting additional technology time and are encouraged to attend the after-school math program taught by our ESL teacher and the Saturday program which is taught by Ms. Perritano, the bilingual writing teacher.

b. For Newcomer ELLs, we utilize the Scaffolding Handbook tools available with our ReadyGen program to provide necessary supports for students acquiring CALP. For students working on BICS, the ESL teacher provides additional vocabulary acquisition opportunities in small group instruction utilizing theatrical, interactive, and modeling techniques. Students are also working on instructional level texts that are either the same as class texts or are coordinated in terms of content and language goals. Some materials which motivate students to read are online sites such as Starfall where students can gain phonetic support. Students take part in readers workshop and guided reading groups as well as writers workshops. Also, students are bolstered with additional practice in structuring writing while attending to differences between native language and the language of acquisition. During Guided Reading small group work, the ESL teacher uses phonics, choral reading, closed coral reading, fluency and comprehension lessons to build students' reading readiness. In addition to building student vocabulary and comprehension through exploration of fiction texts, the ESL and classroom teachers focus on non-fiction texts to build students' investigative skills and Tier 2 and 3 vocabulary. Attention is paid by all staff to the drive of Common Core Standards toward analysis and other higher order thinking skills.

c. For ELLs receiving services for 4-6 years, we target reading and writing strategies as these students have scored in the advanced or proficient ranges on the NYSESLAT test. Students are focusing on structures in shared reading and writing, higher-level analyses of writing, Native Language support, explicit grammar instruction when the native language is divergent from English, practice using the NYSESLAT test prep materials, and experience writing on a blog to promote writing readiness, supporting opinion and commenting on one another's writing. Students are also supported to make their own prewriting structures as fits the writer's purpose and to make their own graphic organizers for reading comprehension and listening comprehension as fits the purpose. Our students are writing on www.kidblog.org/PS132ESL and occasionally viewing appropriate videos on content area via Brainpop and Brainpop Junior and the government EPA site where they are doing research on our environment.

d. For Long-term ELLs (Check with Davis) we create highly specialized groupings to target student needs. In this instance, the ESL teacher uses flexible grouping, targeted phonics, and listening library support to give the student in question a personalized program to achieve English language proficiency.

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

Future programs will focus on coordinating the Common Core and NYSESLAT data to provide appropriate background, materials and instructional focus for teachers of ELLs. This will build on our current efforts (see answer 11).

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

The school has opted to use ReadyGen, making Rigby's "On Our Way to English" a supplemental program. The ESL teacher uses the scaffolding and instructional materials from ReadyGen while utilizing other program materials as necessary to ensure ELLs are studying the same skillsets at the same time as other classmates and to prepare these students to undertake Common Core aligned performance tasks

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

Our targeted intervention programs (REFERENCE LAST YEAR'S PULL OUT PROG.) for ELLs in ELA, math and other content areas include an after school math program on Thursdays and Fridays during which ELLs receive extra instruction and practice with math, particularly word problems. The ELL group is taught by our ESL teacher, Ms. Rymer. On Saturdays, students also attend for extra literacy and math instruction delivered by Ms. Perritano, our bilingual writing teacher. ELLs receive extra support

in science and technology when our ESL teacher pushes in to those classes, several times per week. Last year, students were supported by the LearnIt program and will be served by that program again to build literacy skills.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Bilingual dictionaries, glossaries and bilingual and native language books are used to support students' native languages. Newcomer students are paired with bilingual students when necessary. Cognate materials and notebooks are used to scaffold language learning. Students additionally are encouraged to develop greater practice with language through extra computer time during our Bosses of Blog project learning sessions in the computer lab, overseen by our ESL Teacher, Ms. Rymer. The ESL teacher also makes use of multiple listening centers including portable centers for students' extension work.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Bilingual dictionaries, glossaries and bilingual and native language books are used to support students' native languages. Newcomer students are paired with bilingual students when necessary. Cognate materials and notebooks are used to scaffold language learning.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
ELLs are supported in their classrooms during push-in instruction with grade level texts and additional scaffolding in addition to working with materials appropriate to their instructional reading levels and skills targeted for improvement.
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.
ELL services and resources correspond with ELLs' ages, grade levels and data-derived instructional needs. ELLs are instructed both on grade level in their classrooms and in bridge groups when necessary as per proficiency level to address targeted needs during small group instruction.
18. What language electives are offered to ELLs?
ELLs are taught in English with native language support in a freestanding ESL program as per parent preferences. No language electives are offered.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. Staff attend training at Fordham PSO and with additional suggested programs as necessary to update our school's ESL program. This year's training has included Understanding AMAO and also a professional development training day at Fordham University on SIOP. Teachers of ELLs are offered in-house professional development provided by the ESL teacher and Ms. Stokes McWhales during the 7.5 hours required training for all staff.
 2. In-house professional development directly addresses the Common Core Learning Standards and how to use guiding questions, partner activities and projects to develop Common Core readiness in their ELL students
 3. Teachers of ELLs in the 5th grade, including the ESL teacher, help students develop skills they will need in middle school such as note taking techniques, creating their own graphic organizers, conducting research, writing and supporting arguments, citing from texts and following multi-step directions. They provide direct instruction in content area vocabulary and use data from formal and informal assessments to analyze student proficiency levels as well as target areas for future instruction.
 4. The 7.5 hours of ELL training for all staff is met during professional development sessions throughout the year. These sessions are planned, coordinated and delivered by Ms. Rymer, the ESL teacher, and Ms. Stokes McWhales, Assistant Principal. Topics for this training include understanding NYSESLAT data and how this is impacted by the common core, using this data to inform instruction for individual students across grades, ESL strategies, components of SIOP, creating lessons and materials that shelter instruction for ELLs, and models for co-teaching with the ESL teacher.

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 are involved in their children's education in several ways. A breakfast and lunch are held for parents of ELLs in which parents are given an orientation and provided with information and materials to support them and their children. Parent orientations are given for parents of newly admitted ELLs and the orientation video is shown. They have the opportunity to speak with the teachers and ask questions at our open house as well as during Parent/Teacher conferences or by scheduled appointments with their children's teachers. Parent newsletters and phone messages through the school messenger program are sent out bilingually in English and Spanish. Posters offering translation services are displayed at the main entrance. Additionally, translation services are available during parent-teacher conferences, the open-house, parent/teacher meetings and phone conferences. A bilingual parent workshop is conducted to explain the NYSESLAT. For newcomers who read in Spanish, the ESL teacher sends bilingual reading homework that they can share with parents to reinforce literacy in the native language. The parent coordinator distributes study guides and various materials for use at home in English and Spanish.
 2. The school uses a translation service to translate documents and letters when necessary. The remainder is accomplished within the school with the assistance of the parent coordinator.
 3. The needs of parents are evaluated through a parent assessment survey created by a parent group and translated by the parent coordinator. Parent needs are also evaluated through dialogues with those who attend breakfasts and lunches which are held specifically for parents of ELLs. Parents of ELLs with IEPs are also given further supports (information, websites, one child provided with a portable listening center for use at home) to keep them involved in their students' learning. Ongoing phone and face-to-face meetings are held with parents throughout the year to address student achievements, concerns and recommendations. The ESL teacher circulates during the open house and Parent Teacher conferences to meet with parents and discuss student progress. Further, the school provides translation services, translated letters, the bilingual school newsletter, bilingual educational materials, and bilingual and native language books for parents to read to their children.
 4. The Parent Coordinator is bilingual and is therefore able to reach out to ELL parents in their native language to give the parents access to information about upcoming parent activities. The ESL Coordinator schedules ESL field trips (i.e. a trip to the United Nations) on which parents are invited, and makes sure that work of ELLs is visible in the hallway and in the ESL classroom so that parents remain apprised of student learning. Parents are invited to all bilingual in-house performances, as well.

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.

Please visit our ESL blog at www.kidblog.org/PS138ESL

Part VI: LAP Assurances

School Name: Samuel Randall PS 138 X**School DBN:**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lorraine Carrol-Dawkins	Principal		11/15/13
Darlene Stokes McWhales	Assistant Principal		11/15/13
Mildred Jimenez	Parent Coordinator		11/15/13
Debra Rymer	ESL Teacher		11/15/13
	Parent		11/15/13
Janet Perritano	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		11/15/13
Brigette Hargett	Coach		11/15/13
Deneen Davis	Coach		11/15/13
	Guidance Counselor		11/15/13
Marge Struk	Network Leader		11/15/13
Lillian Fleshman Whitaker	Other		11/15/13
	Other		11/15/13
	Other		11/15/13
	Other		11/15/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **08X138** School Name: **Samuel Randall**

Cluster: **5** Network: **551**

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

Part A: Needs Assessment Findings

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

All students at PS 138 complete blue emergency card forms which require parents to inform the school their translation needs. ELL parents or newcomers are also administered the home language survey and have an informal interview to ensure that the school is aware of all translation and interpretation needs. The parent coordinator works with teachers, the DOE, and outside contractors to ensure all parents' translation needs are met.

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.

Spanish translation and Sign Language are in highest need . Parent coordinator and ESL teacher communicated with teachers and administration the needs of students and the available translation services we have when teachers or administration may need to contact families. Families were also made aware of translation needs in a meeting and orientation for new families at the beginning of each school year.

Part B: Strategies and Activities

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

All Spanish translation is provided by in-house staff. For other languages, we will contact the DOE or have parent volunteers to assist in the translation of documents. Important documents have already been translated in order to ensure all needs of families are met.

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.

Spanish oral interpretation may be provided in house for meetings between teachers, administration, parents, and students. For other languages, the school will use a DOE translator or reach out to parent volunteers.

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

The school will assure that the Multilingual Welcome Poster is visible in a conspicuous location as well as the accompanying interpretation services signs.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: Samuel Randall	DBN: 08x138
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 25
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

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

ELA Strategies

Math Strategies

Science Strategies

Test Taking Skills

Literacy through Art

Math Through Art

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

Part E: Budget

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

Allocation Amount: \$

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

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.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		X13