

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** P.S. 135 – THE SHELDON A. BROOKNER SCHOOL

**DBN (i.e. 01M001):** 18K135

**Principal:** TREVLYN McRAE

**Principal Email:** [TMCRAE2@SCHOOLS.NYC.GOV](mailto:TMCRAE2@SCHOOLS.NYC.GOV)

**Superintendent:** BEVERLY WILKINS

**Network Leader:** JEAN McKEON

## School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Trevlyn McRae	*Principal or Designee	
Carlene Hewitt	*UFT Chapter Leader or Designee	
Tanya Samuels	*PA/PTA President or Designated Co-President	
Jean O'Dell Leon	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	
Cassandra Lewis	Member/ Parent	
Marsha Whyte	Member/ Parent	
Tanya Barry	Member/ Parent	
Monique Waterman	Member/ Parent	
Marna Mackey	Member/ Teacher	
Dona Grenardo-Smith	Member/ Teacher	

\*\*Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

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

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

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2015, students in grades 3-5 will demonstrate progress toward achieving state standards as measured by a 4% increase in students scoring at or above proficiency on the 2014-2015 New York State English Language Arts exam.

### **Comprehensive Needs Assessment**

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

After reviewing the results of the 2014 NYS ELA exam 26% of our students scored at or above proficiency levels 3 or 4. Therefore, the focus continues to be on students achieving proficiency. We will expand the alignment of the Common Core Learning Standards across all subjects to include rigorous tasks and assessments to ensure cognitive engagement for all learners including highest and lowest achieving students.

### **Instructional Strategies/Activities**

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

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

1. Our school will utilize the Ready Gen curriculum to foster critical thinking, complex vocabulary, and exposure to non-fiction materials. Students will annotate complex texts to monitor comprehension.
2. Students will be involved in daily book discussions to enable critical thinking.
3. Teachers in Grade 3 will utilize the Question-Formulation Technique to enhance students' critical thinking skills. Teachers in grade 4 will participate in a Lesson Study to continue to improve teacher practice and increase student achievement. Teachers in Grade 5 will use Reciprocal Teaching strategies to strengthen students understanding of texts.

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

1. Grade 3-5 Classroom teachers, achievement coaches (internal and external), administration, and parents
2. Teachers servicing SWDs and ELLs, Grade 3-5 teachers, parents, administration
3. Teachers of Grades 3-5, Teacher Development Coach, CFN 211 Achievement Coach, Administration

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

1. Data from the baseline and interim assessments will be analyzed to determine students progress in improving critical thinking skills, vocabulary and connection to nonfiction materials.
  - a. Extra academic support provides additional instruction for at-risk students during the school day and after school.
2. Students will be assessed quarterly (October, December, March and June) through Fountas and Pinnell running records in order to determine flexible grouping and differentiated instruction in moving students to the next reading level.
3. Short Frequent Observation by Administration, conference notes from teachers, evidence of dialogue among students and students formulating their own questions

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

1. September 2014 through June 2015
2. September 2014 through June 2015
3. September 2014 through June 2015

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

1. Students will respond to higher order thinking questions and question the text as they read to strengthen or improve their skills in literacy. Students will use evidence from the text to support their thinking. Students will analyze text to understand the structure and ensure comprehension.
2. Teachers and students will utilize strategies including predicting, questioning, summarizing, clarifying and accountable talk stems during daily instruction to encourage divergent thinking.
3. Teachers will receive PD during Monday PLCs and common prep periods.

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

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

**Involvement Policy (PIP).**

- 1 Monthly Newsletter distributed to staff, parents and students will include strategies that parents can employ to improve their child's academic skills.
- 2 School Website & Parent Website – Email parents regarding strategies to support their children academically and socially.
- 3 Training and professional development for parents (Testing Preparation, Grade specific meetings/workshops)
- 4 Progress Reports with suggested instructional strategies are sent home 3 times per year.
- 5 Access to materials and resources are made available for parents in school and at home to support their child's learning and monitor student progress.
- 6 Weekly parental engagement

***Budget and Resource Alignment***

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

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

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## Goal and Action Plan #2

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

### **Annual Goal #2**

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

By June 2015, the school's lowest third subgroup will demonstrate progress toward achieving state standards, as measured in an increase of 3% in growth percentiles on the NYS Math Examination

### **Comprehensive Needs Assessment**

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

After analysis of our lowest third students' growth percentile on the 2014 NYS Math Test, it was determined this student group needs to improve their ability to reason and think abstractly, thereby applying the mathematics they know to solve problems and apply them to real world situations.

### **Instructional Strategies/Activities**

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

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

1. Students will participate in small group instruction and will be provided real-life situations for them to apply basic math facts word problems.
2. Students will attend an after school program on Wednesdays and Thursdays - Use data to differentiate instruction within the Mathematics curriculum based on the assessments item skills analysis. The enVision Math Program will be used as a resource for planning the lessons.
3. Students across grade levels will participate in daily math drills in addition, subtraction, division and multiplication. In addition, they will complete a place value problem of the day.
4. Teachers will meet as a grade during Tuesday's Grade Level inquiry to analyze data and look at student work to identify common trends for the grade and plan lessons to address grade level needs.

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

1. Provide supplemental services by a SETSS provider, AIS provider, Grades 3-5 teachers, principal, assistant principal, parents, data specialist
2. Grades 3-5 teachers, principal, assistant principal; Items Skills Analysis; Differentiated Instructional Plan; technology component for Go Math
3. Classroom teachers will utilize the leveled Snap Math sheets and teacher created problems for problem of the day.
4. Classroom teachers, cluster teachers, data specialist, paraprofessionals, principal, assistant principal; student work; Looking At Student Work(LASW) protocol

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

1. Results from the Go Math unit assessments (item skills analysis); Snap Math drills (snap math) to support learning of math facts, online math activities as they relate to concepts taught in the Go Math program
2. Results from the Envision Math unit assessments, data from math performance tasks for each grade to determine instructional implications, Exit Slips, and formative assessments
3. Teachers will use quick checks, and analyze the data from the Snap Math sheet and problem of the day.
4. Teachers will use the results from Go Math assessments, classroom observations, student understanding of the essential questions, and conference notes.

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

1. September 2014 through June 2015
2. December 2014 through May 2015
3. September 2014 through June 2015
4. September 2014 through June 2015

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

1. Take-home instructional packets in mathematics will be created for students to complete in December, February, and April based on school-wide assessments including hands-on activities, ex. purchasing items from supermarket, measuring in everyday cooking and baking. Use overhead projectors, Smart boards and manipulatives as motivational and instructional tools during mathematics lessons.
2. Teacher will share math strategies and invite parents in to review their child's work during Tuesday Parent Engagement time.
3. Teachers' plans will reflect evidence of implementation.

4. Teachers will utilize established protocols for looking at student work.

**Strategies to Increase Parental Involvement**

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

- 1 Parent Coordinator and other staff (e.g. teachers) will attend regularly scheduled parent meetings (PTA) to share information and respond to parent questions and inquiries; parents will have the ability to access school website to peruse math information and math links.
- 2 Parents will have individual access to Go Math online activities. They will view videos that will allow them to provide instructional support.
- 3 P.S. 135 will provide mathematics strategies to parents through workshops, PTA meetings, parent letters, and notify parents of their children's progress and explain State benchmarks.
- 4 Teachers will communicate with parents the progress of students during our Tuesday Parent Engagement time.

**Budget and Resource Alignment**

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

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

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### **Goal and Action Plan #3**

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

#### **Annual Goal #3**

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

By June 2015, parents and teachers will attend regularly scheduled parent and school meetings (Tuesday Parent Meetings, Annual Title I Parent Meeting, Title I Parent Committee, and PTA) to inform and strengthen the parent and school community connection, as evidenced in a 10% increase in attendance at parents workshops/meetings.

#### **Comprehensive Needs Assessment**

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

Based on the feedback from the parents who attended the Title 1 Parent Meeting, parent workshops and the School Quality Report, there is a need for parents to become familiar with the curriculum content so they can better provide the support to their children.

#### **Instructional Strategies/Activities**

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

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

1. Utilize professional development time to communicate with parents on an ongoing basis as evidenced by attendance and anecdotal logs
2. Use email, monthly newsletter, Twitter and the automated messenger system to inform parents about school issues and encourage them to attend school meetings and workshops, becoming partners in their children's education. Parents will participate in activities such as: Parent/Teacher "Meet & Greet", Multicultural Luncheons, Parent Read Alouds, "Grandparents' Night" (Bingo), Celebration of Family, Pajama Party Read Aloud, Family Game Night, and Principal's Breakfast
3. Collaboration with Price Waterhouse Cooper (PWC) to teach grades four and five about financial literacy
4. New York University (NYU) Learning through an Expanded Arts Program (LEAP) Program
5. Cultural Afterschool Adventure (CASA)/Society of the Educational Arts (SEA)

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

1. Data specialist, literacy coach, classroom/cluster teachers, SETSS, speech and guidance counselor provide the workshops
2. Technology teacher, pupil accounting secretary, parent coordinator and PTA president to plan and execute certain activities
3. Classroom teachers and administration
4. Selected teachers in grades K-5, administration, LEAP Teaching Artists
5. Administration, teachers and parents

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

1. Parents will ensure their children complete all homework assignments.
2. An increase in the number of parents attending workshops and school-wide activities
3. Teacher classroom observations of student engagement and Short Frequent Observations by Administration
4. Teacher classroom observations of student engagement and Short Frequent Observations by Administration, performance on formative and summative assessments
5. Teachers will analyze performance on student work, the school will monitor the number of parents who plan to attend each performance

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

1. September 2014-June 2015
2. September 2014-June 2015
3. September 2014-June 2015
4. September 2014-June 2015
5. December 2014-June 2015

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

1. Parent Coordinator will create and develop a series of school-wide workshops and events that will focus on increasing math and literacy performance. Parent Coordinator and staff will attend regularly scheduled parent meetings (PTA) to share information and respond to parent questions and inquiries. The

school will distribute a parent handbook that is translated in all dominant languages.

- Parents will be trained on how to use ARIS parent link and the new forthcoming program to monitor student progress. Parents will monitor students' progress by reviewing the progress reports that are sent home in October, January and April. Strategies will be suggested to help parents support their children.

***Strategies to Increase Parental Involvement***

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

***Budget and Resource Alignment***

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

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

## Goal and Action Plan #4

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

### **Annual Goal #4**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

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

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

### **Budget and Resource Alignment**

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

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

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

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

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

### **Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Foundations- Phonemic Awareness Skills - Kindergarten-Grade 2  Read 180 – Grades 3-5  RIGBY – Special Education Teacher Support Services students - Grades 2 - 5  Reading for Comprehension Readiness – Kindergarten and Grade 1	Small Group-pull out/push in	During the school day  AIS pull-out support in Grades K-2  Grades 3-5 small group after school ELA Instruction
<b>Mathematics</b>	Mathematic Skills, Concepts and Problem Solving – Kindergarten - Grade5  Targeted Mathematics Intervention – Grades 2-5	Small Group-pull out/push in	During the school day  AIS pull-out support in Grades K-2  Grades 3-5 small group after school Math Instruction
<b>Science</b>	Science, Harcourt Science – Kindergarten – Grade 5	Small Group – flexible grouping – K-5	During the school day
<b>Social Studies</b>	Social Studies instruction	Small Group – flexible grouping – K-5	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Functional Behavioral Assessments and Behavior Intervention Plans are developed as needed – Provided by the Social Worker, Speech Teacher and Guidance Counselor  During school day – small group and 1:1 sessions Asthma Class provided by the nurse	Small Group and 1:1 sessions	During the school day

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ol style="list-style-type: none"> <li>1 The payroll secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines; New teacher orientation with administration</li> <li>2 Administrative staff attends hiring fairs to identify and recruit highly-qualified teachers</li> <li>3 Being clear and precise about school goals and expectations</li> <li>4 Presenting a school climate that is inviting; open-door policy with supervisors</li> <li>5 Provide in-house opportunity for promotions so as to motivate teachers to become qualified</li> <li>6 Provide support for teachers through mentoring system, buddy teachers, PD, and intra-visitation</li> <li>7 Willingness to listen to ideas and suggestions that would enhance students' performance</li> <li>8 Mentors are assigned to support struggling and un-qualified teachers</li> <li>9 Mentors are assigned to support new teachers; Buddy Teachers, Grade Level Meetings, Staff will be supported by internal and external coaches (math and literacy coach, data specialist and literacy consultant)</li> <li>10 All recruited teachers will be appropriately certified and highly qualified teachers, with some limited flexibility, consistent with State regulations.</li> <li>11 Principal will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.</li> <li>12 Mentors are assigned to support struggling and un-qualified teachers.</li> <li>13 The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities.</li> </ol>

**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).
<ul style="list-style-type: none"> <li>• Training and Professional Development for staff- At P.S. 135 the school provides professional development in the areas indicated by the needs assessment of the staff and students.</li> <li>• Professional development will take place on days as prescribed by the DOE guidelines and the Chancellor's designated Conference Days</li> <li>• Professional development in-house once a week, district wide to support teachers and empower them to employ best teaching practices to enable all children to meet the Common Core Learning Standards</li> <li>• Empowering teachers by allowing them to conduct workshops</li> <li>• Conduct needs assessment survey and provide PD for teachers</li> <li>• The school provides professional development in the areas indicated by the academic needs of the students</li> </ul>

**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 <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ol style="list-style-type: none"> <li>1 Students in Temporary Housing are identified and offered intervention programs, school supplies, uniforms, at risk counseling, transportation and Robin Hood library hours.</li> <li>2 The two guidance counselors, social worker and psychologist are available for mandated and at-risk counseling services which will help students manage/address their emotional need, thereby fulfilling their academic needs.</li> </ol>

- 3 The Network will provide training to assist teachers to be better able to support students who are in temporary housing.
- 4 ELA and ELL teachers will design training modules and host periodic ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant language spoken by parents in the school.
- 5 An AIS/IEP teacher provides Response to Intervention (RTI) services during the day to students in all grades and students who are at risk of not making adequate yearly gains program and to improve the performance of SWDs and ELLs.
- 6 Response to Intervention (RTI)/Academic Intervention Services (AIS) personnel provides additional instruction for at-risk students.
- 7 Teachers will differentiate and drive instruction by using unit reviews, projects, computer assignments and all other assessments.
- 8 Use assessment data, which is evaluated by item skills analysis to provide specific Targeted Instructional Assignments (TIAs) in areas of deficiency or concern, using small group instruction and computer assisted/generated assignments.

### **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.).

- 1 The Parent Coordinator in collaboration with classroom teachers and social workers plan a series of workshops to enlighten parents of the expectations of kindergarten students.
- 2 School ensures students begin their academic career with a strong start and emphasizes the importance of early childhood education.
- 3 School provides an aligned curriculum to early childhood programs to provide a coherent and seamless instructional transition to elementary school wide programs.
- 4 School implements a coherent and seamless education program for at-risk students by ensuring the successful transition from early childhood programs to elementary school wide programs.
- 5 School provides joint PD and parent involvement activities to families in the transition from early childhood programs to the elementary school program.
- 6 School shares records and information from early childhood programs to ensure seamless transition to elementary school programs.

#### **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.

- 1 School provides ongoing professional development to all teachers in analyzing assessment data to increase teachers understanding of student performance and strengthen teacher practice.
- 2 School provides ongoing differentiated professional development regarding the use of assessment results to improve instruction.
- 3 School community selected and agreed upon the selection of appropriate multiple assessment measures to be implemented.

### **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. P.S.135K'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. P.S.135K 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, 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**

P.S.135K, 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;
- teachers will be available to meet with parents every Tuesday afternoon to discuss concerns a parent may have about his/her child
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

**DBN: 18K135**

### **4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for

the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$527,414.58	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$160,919.00	X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,779,236.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has

the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**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 [i](#).

## Part I: School ELL Profile

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

District <b>18</b>	Borough <b>Brooklyn</b>	School Number <b>135</b>
School Name <b>Sheldon A Brookner</b>		

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

Principal <b>Trevlyn McRae</b>	Assistant Principal <b>P.Huynh , E. Mitchell</b>
Coach <b>Literacy - Audrey Atkinson</b>	Coach <b>Math- Christina Dans</b>
ESL Teacher <b>Gina Douglas</b>	Guidance Counselor <b>Lisa Sher</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Rozene Cummings</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Pamela Wilson</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>683</b>	Total number of ELLs	<b>9</b>	ELLs as share of total student population (%)	<b>1.32%</b>
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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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
Pull-out	0	0	1	1	1	1	0	0	0	0	0	0	0	4
Pull-out	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>4</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	0
SIFE	2	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	8	2	0	1	0	0	0	0	0	9

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	8	2	0	1	0	0	0	0	0	9
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## 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	0	1	0	1	1	0	0	0	0	0	0	0	3
Intermediate(I)	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Advanced (A)	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Total	<b>0</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>7</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								1
4	3		1						4
5	4		1						5
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	1	0	1	0	2	0	0	0	4
8	0	0	0	0	0	0	0	0	0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
 We use Fountas and Pinnell to monitor the progress of the ELLs in reading and comprehension. From the assessment and date this helps with instructional planning. The ELLs are also given the opportunity to confer with their teachers. The data indicates that most of the kindergartens on independent reading levels are above level. We do not have any ELL kindergarten and first grade ELLs at this

time.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Data patterns indicates the NYSESLAT scores show beginning ELLs in 3<sup>rd</sup>,4<sup>th</sup>,5<sup>th</sup> grades who are new comers. Intermediate ELLs in grade 2 and 3. Advanced ELLs in grade 3 and 4 who are ELLs are 2 years. These were their scores. Generally ELLs on all levels do well in speaking and literacy, while reading and writing scores tend to be low. ELLs are still performing low on the reading and writing areas of the LAB-r test.

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](#))

The Staff members involved are:

Gina Douglas - ESL Teacher

Peter Forgenie- Data Specialists

Dawn Mugno-SETTS Teacher

Modalities for spring NYSESLAT results using RLET

1 grade 2 ELL- Intermediate Level

2 grade 3 ELLs- Intermediate Level

1 grade 3 ELLs-Advanced Level

1 grade 4 ELLs –Beginning Level

1 grade 4 ELLs – Advanced Level

1 Grade 5 ELLs- Beginning Level

After reviewing the NYSESLAT data regarding the student's results in the four modalities (listening, speaking, reading, and writing) indicates the majority of students scored at the intermediate level while 2 scored the beginning level and 1 student scored at the advanced level. Test results show that students are developing listening and speaking skills faster than their reading and writing skills. The ELLs scored high in listening/ speaking modalities. It shows they have higher gains in listening and speaking modalities, but did not make significant gains in reading and writing.

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

The patterns across proficiencies and grades indicate that grades in 3,4,5 on the beginning intermediate and advanced levels scored level 1.

a. Two advanced ELLs scored level 2. One intermediate ELL scored level 2. On the NYS math test beginning, intermediate, and advanced ELLs, scored level 1. Only intermediate and 1 advanced scored level 2. On the 4<sup>th</sup> grade science test 2 beginning ELLs scored level 1 2 advanced ELLs scored level 3.

b) ELL Periodic Assessments are used at P.S. 135. The Periodic Assessments are used to help the ELLs become proficient in English and as a practice test prep for the NYSESLAT.

c) The school realize that ELLs were becoming proficient in the English language. Native language is not used on this test. Using the students' results when available from the ELL periodic assessments the school leadership and teachers will create spreadsheets to analyze student's results from beginning, intermediate and advance levels.

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](#).)

At P.S 135 the ELLs demonstrate learning through technical/digital proficiency, in areas including but not limited to maintenance of an electronic portfolio, or learning log, research on the internet and the use of computers. With the use of RTI model P.S. 135's goals are to build on more effective individualized instructional programs. Beyond screening and identification for ESL services to support language development, the ELL student takes part in the RTI screening to assess whether his/her literacy skills and competencies are meeting grade level bench marks. If the student is flagged as at-risk or below the grade level bench mark, the student will receive target instructional support to develop in the specific content area. P.S. 135 use DRAs as the baseline ELA assessment tool for all grades. Besides an informal interview, LAB-R is used solely for non-English speakers. Periodic assessments are used throughout the year to enable us to determine the strengths and weaknesses of each student.

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

In order to make sure that a child's second language development is considered instructional decisions the teacher needs to have the assessment data from the LAB-R or NYSESLAT results. For instructional programs teachers need to be aware that some subjects are

beneficial when ELLs take them with their peers and English speaking role models. ELLs benefit in regular classrooms with math, science, art, P.E. and music subjects. These strategies increase comprehension, learning and interaction through modeling, acting out, gesturing, showing diagrams and doing hands on activities and experiments. Subjects that depend mostly on language like reading, writing, and social studies needs the support of a bilingual aid, ESL teacher, a resource teacher. The data from the Fountas and Pinnell report is also used to see if the ELLs are meeting or exceeding their Benchmark in reading. Lessons are designed to meet standards while there is differentiated instruction to meet the ELLs needs.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

N/A

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

Periodic assessments enable us to determine the strengths and weaknesses of each student. They allow teachers to identify visual and auditory learners. With this knowledge, teachers create differentiated lessons that address the needs of each student. We also use Curriculum Maps which are incorporated in our new ELA program (Ready Gen) and our new Mathematics program (Go Math). ELL's progress in Listening, Speaking, Reading and Writing is measured. In addition, teachers of ELLs meet regularly to address the needs of each individual student. The success of our programs is evaluated through an examination of the NYSESLAT and NYS ELA assessments.

## Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

At P.S 135 possible ELLs are identified by administering the home language identification survey (HLIS) which include the informal oral interview in English and in their native language. The certified ESL teacher, Gina Douglas will conduct this. Ms. Douglas will have the student read a story and do sample math facts on the new admits grade level. The HLIS form is given in the language of the parent. The students are tested with the revised Language Assessment Battery Test (LAB-R) within 10 days of entry to P.S. 135. The ESL teacher Gina Douglas will have scored the test and the results will determine if the student is proficient in English or needs to attend the free standing pull out English as a Second Language (ESL) Program at P.S 135 with the ESL teacher. To evaluate the ELLs annually, the New York State English as a Second Language Achievement is given in the Spring every year to determine whether or not the ELL continues to be eligible for ELL services. The administration of the Spanish LAB is administered to Spanish speaking ELLs after they have taken the LAB-R test and scored low on the LAB-R test. The Spanish LAB is given by the pedagogues' Marla Nissombaum the music teacher who speaks Spanish.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Within ten days after newly admitted ELL students have been identified, a parent meeting is convened to inform parents of their program choices. On the Parent Survey and Parent Selection Form, the majority of our parents opt for the free standing ESL program for their children. ELL parents are informed, however, that they may choose a Transitional Bilingual Education or Dual Language Program. If TBE or DL is chosen parents are informed their child's name will be placed on a list so that if our school has the sufficient amount of students in one or two contiguous grades parents will be contacted. If necessary, the Parent Coordinator helps parents contact the regional placement office.

The process begins when the certified ESL teacher, Ms. Gina Douglas, invites parents of newly admitted ELLs to a Parent Orientation meeting where they have the opportunity to view a short informational video in their native language and receive brochures in their native language, about the three program choices available to their child. They are encouraged to ask questions, voice concerns, and select one of the three instructional options. This year the new ELL parents chose the ESL program at P.S. 135. The parents

needed Native Language support and a pedagogue Marie Faustin-Valme, the schools social worker translated to the parent in Haitian Creole about the programs. Parents are given an entitlement letter to inform them that their child is eligible for an ESL program and of the choices available. Parents must return parent notification letter. To alert parents of the upcoming meeting a written notice is sent both in English and the Home Language indicated on the Home Language Identification Surveys. If parents are unable to attend the scheduled meeting, alternate dates will be arranged. Telephone conferences will be scheduled upon parent request. Translators are available for all parent meetings including telephone conferences. Records of parent attendance/nonattendance copies are kept in the ESL binder.

Parents must choose one of the following programs:

-Freestanding English as a Second Language-Students in this program receive all instruction in English. Language Arts is taught using ELA and ESL methodologies. Content area subjects are taught in English using ESL strategies. Bilingual glossaries are provided.

-Transitional Bilingual Education-Initially, all subjects are taught in the child's native language. As students in this program develop their English proficiency, the time allocated to native language arts shifts to English-language learning, until the student is ready to enter an all-English program. Presently, P.S. 135 offers only ESL classes. If TBE is the Parental Choice, parents are given a list of nearby schools that have these programs.

-Dual Language-This is a language-enriched bilingual education program that integrates students who are native English speakers with native speakers of another language, for all or most of their content area instruction. All students in Dual Language programs develop their second language skills while learning content knowledge in both language groups.

At this time, we do not have 15 students in two contiguous grades whose parents opted for bilingual or dual language. If we do in the future, we will, as per the ASPIRA Consent Decree form a bilingual and/or dual language class.

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 [\[see tool kit\]](#).)

Schools must inform parents of their child's eligibility services by providing entitlements letters and Parent Survey and Program Selection forms in the language of the parent. These letters and forms are given for the parent to have opportunity to select a program for their child from one of the three educational programs for ELLs: The Dual Language Program, The Transitional Bilingual Educational Program, or the Free Standing ESL program. These forms are completed by the parent and given to the ESL teacher. The forms are copied: the original placed in the students cumulative folder while a copy is kept on file with the ESL teacher. Gina Douglas certified ESL teacher is responsible for distributing the parent survey and program selection forms to the parents.

The parents survey and program selection forms are returned to Gina Douglas certified ESL teacher, completed by the parent and returned. Gina Douglas makes a copy- puts the original form in the new ELL cumulative folder. The copy is kept in a folder in the ESL teacher classroom-Gina Douglas. The process of entitlement letters when the ELL has been identified is in the parents' native language and sent home for the parents to attend a parent orientation. Gina Douglas certified ESL teacher is responsible for distributing the continued entitlement letters to the target ELLs parents to inform the parents in their native language that the ELL remains in the ESL program from the results of the spring NYSESLAT. The ATS report to determine NYSESLAT eligibility is RLER.

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. Placement letters are distributed to the ELL parents in their native language to inform the parents of the programs they have chosen. These placement letters are given after the parent orientation since the 3 programs were explained to the parent. Placement letters are also copied and put in the ELLs cumulative folder- a copy is kept in the ESL teacher's room.

Continued entitlement letters are sent home in the native language of the parent. They are copied –put in cumulative folders and the copy and folders are kept in the ESL teacher's room.

All communication letters are sent home in the language of the parent's choice. This is indicated on the home language identification survey (HLIS). Translation services are called upon to assist parents in communication with the staff about school activities, the ELLs schoolwork, test procedures, and class room activities. The ELPC screen is ATS is completed after the ELL has been tested with LAB-R and the parent orientation meeting. ELPC indicates the parent's choice of program.

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.

Eligibility for continuing ELLs is determined by using a formal NYS assessment exam. To ensure the exam is administered to all eligible students, we access these ATS reports: RLER, RMNR, RLBR, RBPS, RPOB and RYOS. The NYSESLAT (New York State English as a Second Language Achievement Test) is administered each spring by certified pedagogical staff. Detailed NYSESLAT "Entitled Student" lists are compiled and then are used to cross-reference date and exam segment administered to each student, to ensure all students take all four parts of the exam. Parents are informed in English and in their native language of the four components of the NYSESLAT, and of the test dates. The certified ESL teacher and the parents work together to ensure that all four components of the NYSESLAT are administered to all eligible students. The proficiency levels of students and ESL placement for the

coming school year are based on the results of this exam. ELLs that continue to score below Proficient continue to be entitled to ESL services. ELLs scoring at or above Proficient are no longer entitled to ESL services. Our school notifies parents in English and in their native language prior to the exam about testing dates and purpose of the NYSESLAT.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- The program choice for the parents of ELLs at P.S. 135 continues to be ESL Only. In the past five years, all (100%) of the parents have chosen "ESL Only" on the Parent Selection Forms. Presently, we do not have plans to change/add programs available to ELLs since we are in total alignment with Parent Choice. At this time, we do not have 15 students in two contiguous grades whose parents opted for bilingual or dual language. In the future, we will, as per the ASPIRA Consent Decree add Bilingual or Dual Language classes if the parents of 15 or more same language General Education students on two contiguous grades, requested it.

## Part V: ELL Programming

### A. Programming and Scheduling Information

- How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
  - What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - 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])?
    - Instruction at P.S 135 is delivered by a pull out model.
    - The program model consists of the ELLs grouped heterogenous(mixed proficiency levels) and mixed grades.  
Group 1(2<sup>nd</sup> and 3<sup>rd</sup> grade)  
Group 2 (4<sup>th</sup> and 5<sup>th</sup> grade)
- How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The ELLs receive the necessary ESL and ELA instructional units as required by Commissioners Regulation's Part 154. The English

Proficiency as per score on the NYSESLAT or LAB-R( for new admits): Beginners(B) ELLs must receive 360 minutes per week of ESL instructor. Intermediate(T) ELLs must receive 360 minutes advanced(A) ELLs must receive 180 minutes per week of ESL instruction and 180 minutes per week of ELA instruction. All ELLs receive the required minutes of ESL instruction in "equal daily allotment" as per CR Part 154 REgulations.

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.

Targeted and differentiation of instruction is used in all subject areas to ensure that all learners are reached. School leadership and teachers use the results of the Periodic Assessments to drive instruction. Instructional approaches and methods used to make content comprehensible and to enrich language development include strong cognitive involvement, as well as contextual support. Language in the content areas is amplified. Teachers continue to emphasize the use of "scaffolding strategies" for all ELL subgroups. These include: bridging, modeling, contextualization, meta-cognitive development and text re-presentation. Educators at P.S 135 combine the principles of second language learning with the language development necessary for success in content area classes. This allows students to learn content area material while simultaneously developing English skills. Proficiency in the English language is essential in order to meet the Common Core Learning Standards in academic content areas. This is the explicit goal of the school leadership and teachers of our school. Teachers of ELLs at P.S. 135 utilize in the Ready Gen series which includes textbooks, student workbooks with original stories, poetry, reading comprehension activities and assessment guides. For Mathematics Go Math is used.

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

Since this is a free standing English as a Second Language program, P.S 135 does not evaluate the native language of the ELLs but if we did have TBF/DL programs the ELLs would be evaluated and assessed with native language exams in their language, Haitian Creole, Spanish, and Chinese.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The School Leadership Team, as well as cross-grade, cross-content and cross-program teams use data to inform decision making and drive instruction. One going assessment is designed to collect evidence of student learning or need for mid-course changes that are systematically implemented across grades and programs. Students practice the use of, and are provided the English and native language versions of (when available) , formal and informal assessments. Teachers work collaboratively to evaluate student work and data to ascertain the language and cognitive demands of tasks aligned to standards. Teachers maintain a portfolio for each student where reading and writing products in two languages are collected to be assessed periodically by the student.

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).

Instruction is designed to mediate the learning of various of proficiency classifications?

- a. The instructional plan for SIFE is for these students to receive rigorous grade instruction in all content areas taught in English.

These students will also attend the extended day program 3 times a week receiving literacy instruction and target mathematics intervention. The SIFE ELLs will also receive AIS which provides targeted instruction in listening, speaking, reading, and writing. Materials used: Go Math, Ready Jen.

b. The plan for newcomers(less than 3 years) is to ensure that they meet state standards, P.S 135 will utilize many different strategies and activities to ensure that ELLs learn their new language. Materials used: Go Math, Ready Jen.

c. The plan for ELLs receiving service 4 to 6 years will be balanced literacy( guided/ shared reading, guided/ shared writing) and content area instruction, the extended day program 3 days a week. Materials used: Go Math, Ready Jen.

d. The plan for long term ELLs(completed 6+years) will be balanced literacy( guided/shared reading, guided shared writing) and content area of instruction extended day 3 days, AIS, target instruction in Math and ELA. Referrals if needed for long term ELLs, summer school and counseling are based on their individual needs.

e. The plan for former ELLs ( in years 1 and 2 after testing proficient) are to be offered ESL services, and to received modified time on state testing for 2 years. Former ELLs up to 2 years after they are identified as proficient are able to continue to be in a separate location and allowed modified time (time and a half) on all state tests. The plan also includes Extended Day 3 times a week and AIS instruction when needed.

Envision used for grades K-5 during extended day.

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?

The instructional plan for ELLs SWDs is to provide them with sheltered instruction which includes visual aids, hands on materials charts, graphics puppets, big books, computer instructional programs and books with tapes. Materials used Go Math and Ready Jen. P.S. 135 ensures ELL-SWD receive all services mandated on their IEP's, by the numbers of different instructional strategies and grade level materials that are used for reading intervention. When using Intervention by Design, the ELL-SWD uses the ESL book that comes with the kit when working with guided reading activities. When working in math ELLs are provided with appropriate manipulatives from that topic. The ELL-SWD is provided with many chances to learn by visual methods.

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 in 12:1:1 classes (self-contained special education) lessons are planned and taught based on the recommendations on the students' IEPs. Many of the educational activities are taught individually or in small groups. Interactive groups allow students to take on different assignments to complete the assigned tasks. There is a lot of flexibility in timing for most activities in which these students engage. Students who take the NYS assessment exams receive extended time as per their IEP. They are entitled to take the exams in English and/or their native language. If the exam is not available in their native language, they are entitled to oral translations which are provided.

### Courses Taught in Languages Other than English

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

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

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

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

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

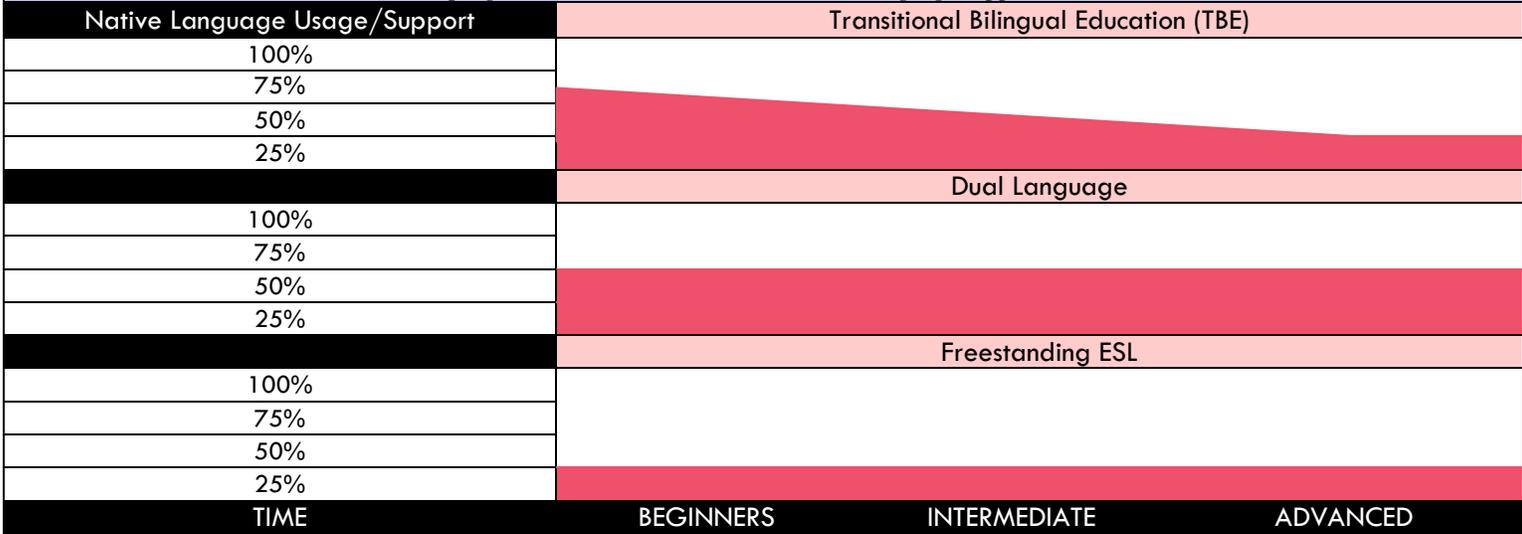
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**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.



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.
- Target intervention programs for ELLs are the Wilson Program and Read 180. General Ells on the testing grade attend this program. During extended day math is instructed. Content based subjects such as science and Social Studies through literature which is non-fiction.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Teachers demonstrate knowledge about the
- Effective practices for ELLs
  - The impact of culture learning and cognitive styles
  - How to differentiate instruction to align with student's prior knowledge, learning and language needs.
- Teachers plan lessons that complement instead on of merely translate the content instruction in the other language. The teachers model academic language and consistently differentiate lessons so that students' language proficiency grows increasingly and more complex. Teachers demonstrate commitment to professional development by attending off-site workshops, seminars and conferences related to ELLS.
11. What new programs or improvements will be considered for the upcoming school year?
- The improvements for the upcoming school year is to continue using the Common Core Learning Standards.
12. What programs/services for ELLs will be discontinued and why?
- No program/Service will be discontinued for ELLs since ELLs are moving up levels after assessment and some ELLs are becoming proficient.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are included in all programs during and after school. ELLs are included in the Extended Day after school program 3x a week from 2:40- 3:30 p.m. for literacy and math support. They are invited to the Friday Academy from 2:45-5:00. They are invited to Project Arts which is for Band and Dance. Flyers are sent home in the parent's native language for permission.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The ELLs are using Read 180 with the use of laptops. The ELLs are using the Wilson Program with use of laptops. The ELLs are using Rigby Intervention by Design this is a differentiated program. The ELLs are tested first and then the teacher teaches them on their level. Native language support will be classroom dictionaries in the native language, class libraries areas clearly defined by language. There is adequate implementation of the core curriculum in all content areas in both languages ELLs are using technology to develop their reading, math and content area skills.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered through other staff members, other students on the grade/class that speak the language of the ELLs to support and help them. Dictionaries, glossaries, and bilingual books in the library are also helpful. there are no TBE or Dual language programs at our school.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All Services are provided for ELLs on grade levels such as guidance counselors, speech teachers SETTS. When needed native language support will be provided.
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.
- The principal gives tours of the school such as showing the lunchroom, the library, the auditorium, laboratories, outdoors, and indoor line up. Throughout the years as ELLs arrive: The ELL teachers should make the newly enrolled ELL a member of the class by introductions to other ELLs , buddy system for native language support, show different areas of the classroom( library, charts)
18. What language electives are offered to ELLs?
- There are no language electives offered at P.S 135.
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)?

There is no Dual Language offered at P.S. 135.

## 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. Teachers must hold the appropriate teaching certification. Teachers plan for the development of both social and academic language. Teachers model academic language and consistently use special language so that student language proficiency grows increasingly more complex. Language functions, Language structure PD dates for 2013-2014

- Unwrapping Go Math Curriculum K-5 9/16/13
- Creating a Unit Plan for Literacy K-5 9/23/13
- Creating Unit Plan for Literacy 9/30/13
- Structure of Reading-Gen Program K-5 9/30/13
- Revised Literacy Curriculum Map to reflect Ready Gen-Unit 1 –Skills and Strategies. 10/7/13
- Revised Literacy Curriculum Map to reflect Ready Gen-Unit 1 –Skills and Strategies. 10/21/13
- Revised Math Curriculum map to Reflect GO Math-Skills and concepts- Unit 1 K-5 10/28/13
- Revised Literacy Curriculum Map to Reflect Ready Gen-Unit 1 Skills and Strategies 11/4/13
- General Response Protocol K-5 11/18/13
- Questions and Discussion Techniques component 3B grades K-5 11/25/13
- Safety-Ladder of Referral grades 2-5 12/2/13
- Performance Task overview grades 2-5 12/9/13
- Go math grades 2-5 12/16/13

s and vocabulary lessons are planned as part of every topic.

The scheduled Professional Development are as follows:

2. Teachers will attend Professional Development session on the following topics: Small group instructions, guided reading for ELLs groups NYSESLAT/ acuity data analysis. The parent coordinator will help the parents of the ELLs by providing appropriate letters in their native language; help the ESL teacher with the parent orientation meeting. Provide the parents with information of the school with native language support. Guidance counselors will provide ELLs, long term ELLs and SIFE group counseling or individual counseling based on their individual needs or conflict resolution skills. The secretaries make sure that the parents of the ELLs receive the correct HLIS (Home Language Identification Survey Form) in their appropriate language. Guidance counselors will provide ELLs SIFE and long term ELLs group counseling or individual counseling based on their individual needs or conflict resolution skills. Classroom teachers and the ESL teacher will have targeted instruction for ELLs, SIFE, and long term ELLs by providing for ELA, math, and ESL. The SETTS teacher will provide targeted instruction in listening, reading, speaking, and writing. The secretary notifies the ESL Teacher of a possible new ELL and the secretary gives the parent all of the necessary informational (sometimes through a translator) about school procedures, meetings, uniforms, bus information, arrivals, and dismissal time, lunch schedules for the ELLs.

3. The ELLs will obtain support such as meeting with the guidance counselor to discuss the different types of middle schools program and activities available to them when they transition from P.S. 135 to the middle school. There will be meeting with parents about middle school. ELLs will take walkthroughs to middle schools to become familiar with the schools procedures, setting, and expectations. The guidance counselor has meetings with the 5th grade ELLs to discuss their future in middle schools thru career choices. A Career Day is held where actual workers (lawyers, dentists, accountants, etc) share and discuss their occupations. ELLs are asked to discuss the occupation of their choice and articulate by asking questions.

4. As per "Jose P", all teachers will receive a minimum of 7.5 hours of ELL training and 10 hours of training for teachers with students with an IEP. Sign in sheets are maintained as a record of this training. Teachers will attend Departmental Professional Development sessions on the following topics: Creating Connections Building Bridges, Developing Communication with ELL Children for

Teachers and Parents, Cooperative Learning Strategies for ELL Students, Test Taking Strategies,  
NYSESLAT - "from Standards to Assessment."

Additional Professional Development is also delivered during common preparation periods, grade and faculty conferences, weekly subject area congruence meetings, study groups, Lunch'n'Leads, and 50-minute TTIP planning is also done. Teachers are asked to sign in at all Professional Development sessions. These lists are kept on file in the school. Teachers are afforded the opportunity to take courses listed in OELL Opportunities website, and for those who are in school, they are encouraged to take some form of education course which addresses the needs of the English Language Learner. Many of our teachers have attended QTEL training. In addition, there is in-class assistance to support teacher knowledge and instructional strategies. Articulation is ongoing through individual meetings and grade conferences.

## 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. Describe ELL parent involvement in your school.....

Parents are involved in various committees including Parent Teacher Association, School Leadership Team and the Parent Advisory Council. Parents are encouraged to participate in school activities, assemblies and field trips. All parents' correspondence including flyers and other communications are translated into a variety of languages spoken by our multilingual families. Translations are available for languages such as Arabic, Haitian Creole, Spanish and French.

2. Presently, we are partnered with HES (Hebrew Education Society), which provides parent classes and support for students with disabilities they also provide a wide range of after school programs for all of our students i.e. tutoring, swimming, homework help, etc. Brooklyn Housing and Family Services also along with the parent coordinator gives workshops on basic conditions for the new ELL Family.

3. All parents' correspondence including letter, flyers and other communications are translated into the languages spoken by our multilingual families. Translations are available for languages such as Arabic, French, Haitian Creole and Spanish. The ESL teacher has contact with each parent of the ELL children during the Parent Orientation and during Parent-Teacher conferences. Additionally, her telephone number is given to each parent in order to address any concerns he or she may have about the children's work, progress or individual needs.

4. All parents of ELLs are invited to participate in Curriculum Night during the month of September. At this time ELL parents are informed about school expectations, assessments state standards and the ESL Program. At P.S. 135 there are many ways that involves the parent community including the parents of ELLs. The parent Coordinator will have a workshop called ARIS Parent Link for parents to go online and gain access to see their child's grades and monitor attendance of their child. They can have access and interpret Acuity information. There is a workshop for parents in the testing grades (3rd, 4th, and 5th) to discuss the upcoming ELA and Math State Test. There is Pajama Read Aloud Night Where the students come in their pajamas and are read to by some of the staff members. There is also Movie Night, Family Night where families gather to meet other families to discuss school matters. Parents of children identifies as an ELL are invited to all workshops. We meet the needs of parents who need translation through the use of all in house staff who speaks the same language of ELLs or by the translation / interpretation Unit services.

## **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.

The ELLs are included in all programs offered in our school.

The ELLs are using technology to enhance their language experience and develop reading skills in grades 3-5, to build fluency and word recognition.

Data is used to identify areas of need and provide specific targeted instruction to build weak areas.

## **Part VI: LAP Assurances**

**School Name:** Sheldon Brookner

**School DBN:** 18K135

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Trevlyn McRae	Principal		
Phung Huynh,Elizabeth Mitchell	Assistant Principal		
Pamela Wilson	Parent Coordinator		
Gina Douglas	ESL Teacher		
Rozene Cummings	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Audrey Atkinson/Literacy	Coach		
Christina Dans/Math	Coach		
Lisa Sher	Guidance Counselor		
	Network Leader		
	Other _____		

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

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

DBN: 18K135

School Name: The Sheldon A. Brookner School

Cluster: 02

Network: 211

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

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

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

There are a number of ways in which our school assesses the written translation and oral interpretation needs of our parents to ensure that all parents are provided with appropriate and timely information in a language they can understand.

- One method of assessment is through the HLIS (Home Language Identification Survey), which all parents of new admissions to the school are required to complete during the registration process. The HLIS is printed in a variety of languages and the parent will receive the language of choice for proper completion. Our in-house staff interpreters are called upon during the registration process. At our school, the following languages are identified: Arabic, Haitian Creole, French and Spanish. We use the interpretation unit of the Department of Education for other languages spoken by our parents. Parents are also given written translation and oral interpretation in their respected languages.
- Another method of assessment is the ATS system that provides information of the primary language of the students (RHLA).
- The Parent Coordinator at our school is another resource for determining the needs of parents. Calls are made to the students' homes and an assessment can be made as to the need for translation and oral interpretation to better understand an issue.
- Informal oral communication with parents and teachers also helps us determine the need for on staff interpreters or the need for an interpretation unit.
- Finally attendance at PTA meetings, and through parent conversations and requests, we establish lines of communication ensuring that parents are aware and fully understand what is happening in their child's academic development.

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.

The needs to be addressed include having translators at Parent Teacher Association meetings and Parent Teacher Conferences. There are also standard letters in Haitian Creole, French, Spanish, Chinese and Arabic generated by the Department of Education. We will use the interpretation unit for other languages spoken by our parents. The major findings about the school's written translation and oral interpretation needs are distributed to the teachers and administrators as well as shared with the teachers during the School Leadership Team meetings.

## **Part B: Strategies and Activities**

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

All parental correspondence, (letters, notices, flyers, permission slips, consent forms and parent handbooks) will be translated by the school staff or the Translation and Interpretation Unit, from English to the native languages of the students. (Arabic, Chinese, Haitian Creole, French and Spanish). Our School will translate documents, that contain individual student specific information including a student's health, legal or disciplinary matters, entitlement to public education or placement in any special education, English language learner or non-standard academic programs. Our school will post in a conspicuous location, a sign in each of the covered languages indicating the office/room where a copy of the notification of parental rights regarding translation and interpretation services is located.

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

Our school will provide interpreters for parent orientations/meetings and teacher conferences. Translations will be carried out by our staff members, with the assistance of the Translation and Interpretation Unit. Parents that speak another language are given the translated Bill of Rights and Responsibilities in their language. There are appropriate schools signage and forms in each required language of the parents. School documents are translated in a timely way by having the appropriate language form for early registration and continuous registration. Flyers and notices for parents about school activities are done in a timely manner for the parents of ELLs.

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>.

Our school will fulfill Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. We will translate letters and notices to parents in the appropriate languages for our school – Arabic, Chinese, French, Haitian Creole and Spanish. For translations in any other language we will use the services of the NYC DOE Translation and Interpretation Unit since we have no staff member who can do that. For the translations of French, Haitian Creole and Spanish, we will use our in-house staff to provide translations. For translations of Arabic and Chinese, we will use the Translation and Interpretation Unit. We will translate and provide translations as they arise.