

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

School Name: JOHN L. BERNSTEIN SCHOOL
DBN (i.e. 01M001): 01M137
Principal: MELISSA RODRIGUEZ
Principal Email: MRODRIG19@SCHOOLS.NYC.GOV
Superintendent: DANIELLA PHILLIPS
Network Leader: GABRIEL FELDBERG

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Melissa Rodriguez	*Principal or Designee	
Inna Djanants	*UFT Chapter Leader or Designee	
Maria Diaz	*PA/PTA President or Designated Co-President	
Nydia Monserrate	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Not Applicable/None	CBO Representative, if applicable	
Naomi Sandel	Member/ UFT	
Irma Rodriguez	Member/ UFT	
Cynthia Nieves	Member/ Parent	
Rose Torres	Member/ Parent	
Karla Zelaya	Member/ Parent	
Kristine Rodriguez	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- 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 2014-14 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	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ 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)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

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 the end of June 2015, 75% of the students in grades K-5 will demonstrate an increase in concepts, skills and problem solving related to numbers and operations in base ten as evidenced by the math MOSL (Measure of Student Learning) assessments.

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.

The Quality Snapshot of our schools shows 11% of our students in grades 3-5 performing on a proficient level on the State Math exams. It shows that students with IEPs are in need of additional support. The Quality Review shows that we have an area of growth in the following areas:

- Further develop curricula and tasks that challenge students to think, write, and problem solve at increasingly higher levels, so that they are better prepared for middle school.
- Align assessments to curricula, use on-going assessments and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels

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

- Teachers will be provided professional development provided by Math in the City – Context for Learning
- Parent-Teacher Conferences and monthly parent meetings/activities will include math activities and math CCLS/instructional shifts
- Involve teachers' feedback about their practice so that they become more reflective about their instructional choices
- Purchase of web-based mathematical programs (Waggle) to address the needs of all subgroups
- Expand the role of student talk so that students, in all classrooms, practice higher order thinking and access CCLS
- Provide a data-based rationale that identifies areas of growth or achievement gaps for all students extending the use of rubrics and other assessment data to adjust teaching practices and better meet students' needs.

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

- Math consultant – MITC
- Administration – budget and schedules
- Teachers
- CFN

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

The school will participate in mid-point benchmark after administration of baselines assessments in the Winter and Spring. Teachers will also participate in data conferences with administration to discuss data, goal-setting and student progress. Development of targeted small group based on student work.

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

September 2014 – June 2015

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

- Schedule – provide teachers time to collaborate and evaluate student work
- Schedule – Grand conversations and math congress
- Budget – funding to provide teachers with substitute teachers to attend professional development and collaborate with colleagues
- Budget – funding to pay costs of consultants
- Web-based programs that provide students with additional support and critical thinking skills
- Materials to distribute to parents on CCLS and instructional shifts
- Math in the City professional development workshops
- Monday Professional Development days

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).

- .Series of conferences/workshops focused on CCLS, Context for Learning, and Instructional shifts

Budget and Resource Alignment

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

X	Tax Levy		Title IA	X	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.

Contracts for Excellence
Title 1 SWP

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 the end of 2015, there will be a 20% decrease in infractions and PBIS (Positive Behavior Intervention System) referral forms as entered into OORS and SWIS (Student-Wide information system)

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.

The Quality Snapshot and environmental survey show 94% of our parents are satisfied with school culture and 95% satisfied with systems of improvements. The Quality Snapshots, Quality Review and environmental survey show evidence of a decline in school culture, primarily in order and discipline as indicated by teacher responses.

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

- Collaboration with Henry Street – Mental Health Clinic
- Increase in school-parent communication (newsletters, emails, parent engagement time)
- Advisory groups – Weekly sessions (one facilitator and 8-12 students)
- Virtue of the Month (September: Respect, October: Responsibility, November: Gratitude, December: Honesty)
- Monthly parent breakfast
- PBIS

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

- Administration – schedule and budget
- Cabinet
- Teachers, Guidance counselor
- Parents
- Committees (Advisory and PBIS)
- Coaches – Asphalt Green

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

1. Conduct quarterly surveys of facilitators and students from advisory initiatives. Conduct and evaluate surveys given to parents and attendance records of parent meetings. Monitoring of OORS and PBIS data system on a quarterly basis.

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

September 2014 – June 2015

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

- Schedule – provide teachers with lesson plans and on-line resources
- Schedule – committee meetings (includes PPT meetings)
- Budget – funding to provide teachers with materials
- Materials to distribute to parents on CCLS and instructional shifts

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).

Series of conferences/workshops focused on parenting and strategies to use at home. Coordination of Family events by Parent Coordinator.

Budget and Resource Alignment

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

X	Tax Levy		Title IA	X	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.

TL Parent Coordinator

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 the end of June 2015, 75% of students in grades K-5 will increase at least two levels in ELA as assessed by the DRA assessments.

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.

The Quality Snapshot of our schools shows strengths in student progress of our ELA scores for all students including lowest-performing students. It also illustrates an improvement in closing the achievement gap among our subgroups, such as ELLs and students with special needs. 6% of our students in grades 3-5 scored on a proficient level on the ELA state exams. The Quality Review shows that we have an area for growth in the following areas:

- Further develop curricula and tasks that challenge students to think, write, and problem solve at increasingly higher levels, so that they are better prepared for middle school.
- Align assessments to curricula, use on-going assessments and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels

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

- Teachers will be provided professional development provided by CFN literacy specialist and DOE core curriculum presenters.
- Parent-Teacher Conferences and monthly parent meetings/activities will include reading activities and ELA CCLS/instructional shifts
- Involve teachers' feedback about their practice so that they become more reflective about their instructional choices
- Use of Imagine Learning (computer)
- Expand the role of student talk so that students, in all classrooms, practice higher order thinking and access CCLS
- Provide a data-based rationale that identifies areas of growth or achievement gaps for all students extending the use of rubrics and other assessment data to adjust teaching practices and better meet students' needs.

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

- CFN literacy specialist
- Teacher Development Coach
- Administration
- Teachers
- Reading Partners of NY
- Core curriculum consultants

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

The school will participate in mid-point benchmark after administration of DRA assessments in the Winter and Spring. Teachers will also participate in data conferences with administration to discuss data, goal-setting and student progress. Development of targeted small group based on student work.

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

September 2014 – June 2015

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

- Schedule – provide teachers time to collaborate and evaluate student work
- Schedule – Grand conversations
- Budget – funding to provide teachers with substitute teachers to attend professional development and collaborate with colleagues
- Balanced literacy will be implemented 5 days/week
- Use of Core Knowledge Amplify (K-2) and Expeditionary Learning (3-5) core curriculum
- Materials to distribute to parents on CCLS and instructional shifts
- Participation in Disney in Schools

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).

Series of conferences/workshops focused on CCLS, Context for Learning, and Instructional shifts. Coordination of family events by parent coordinator.

Budget and Resource Alignment

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

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

Title I SWP
Contracts for Excellence

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.

By June 2015, Teachers will move students toward meeting CCLS by developing tasks that challenge students to think, write and problem solve evidenced by 75% of students in K-5 showing growth on MOSL assessments.

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.

Quality Review indicators show an area for growth in teaching practices and assessments. Teaching practices received a score of Developing. CEP feedback to school asked SLT to consider an additional goal based on teacher effectiveness. The Quality Review shows that we have an area for growth in the following areas:

- Further develop curricula and tasks that challenge students to think, write, and problem solve at increasingly higher levels, so that they are better prepared for middle school.
- Align assessments to curricula, use on-going assessments and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels

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

- Teachers will be provided professional development provided by math and literacy consultants/coaches
- Teachers will complete own ratings as part of “feedback” session with administration
- Involve teachers’ feedback about their practice so that they become more reflective about their instructional choices
- Purchase of web-based mathematical programs (Waggle) to address the needs of all subgroups
- Expand the role of student talk so that students, in all classrooms, practice higher order thinking and access CCLS
- Provide a data-based rationale that identifies areas of growth or achievement gaps for all students extending the use of rubrics and other assessment data to adjust teaching practices and better meet students’ needs.

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

Teachers
Administration
Literacy coaches
Reading Partners of NY
Math consultants
Workshop facilitators
Monday Professional development (PD committee)

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

Administration will review ratings of specific components in the Danielson rubric (in Advance) for growth and areas of improvement. Consultants and coaches will “check in” with administration to determine (along with teacher) next steps and goals.

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

September 2014 – June 2015

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

- Schedule – provide teachers time to collaborate and evaluate student work
- Budget – funding to provide teachers with substitute teachers to attend professional development and collaborate with colleagues and consultants/coaches
- Budget – funding to pay costs of consultants
- Web-based programs that provide students with additional support and critical thinking skills
- Materials to distribute to parents on CCLS and instructional shifts

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).
Series of conferences/workshops focused on CCLS, Context for Learning, and Instructional shifts

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	X	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.

Contracts for Excellence

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Provide services through the use of several programs including Foundations, Wilson, Imagine Learning, and the core curriculum. Partnership with Reading Partners of New York AIS ELA (SETSS teacher)	Small group and 1-1 tutoring	During school day
Mathematics	Provide services through the use of Go Math, Problem of the Week, Waggle, manipulatives, and guided practice. AIS Math (SETSS teacher)	Small group and 1-1 tutoring	During school day
Science	Use of technology and differentiated instruction	Small group and 1-1 tutoring	During school day
Social Studies	Use of technology, differentiated instruction and school trips	Small group	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual and small group counseling sessions are provided by licensed guidance counselor, social worker and Henry Street Mental Health clinic to provide social and emotional services. Attendance outreach is provided by attendance teacher, attendance committee and guidance counselor.	Whole class, small group and individual	During 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 *TA Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Administrators will contact HR liaison with tentative vacancies to assist with recruitment (Teacher Finder). Administrators will attend recruitment fairs. The school will also post vacancies on open market system. Administrators will provide great opportunities for professional development.

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).
Administration and PD committee collaborate and discuss data and teacher/paraprofessional surveys to determine professional development activities that are most suitable for the school and educators. Professional development is designed to model exemplary teaching practices to support all students in meeting CCLS.

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Our collaboration with Henry Street Settlement has provided our school with an after-school program and mental health clinic. Our collaboration with University Settlement has provided our school with an after-school recreational program. Our collaboration with Asphalt Green has provided our school with the Recess Enhancement Program. Our collaboration with Reading Partners of New York has provided our school with additional ELA academic interventions. Other collaborations are Cookshop, Disney in schools, and Rosie's Broadway kids.

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.).
The school pre-kindergarten and kindergarten teachers will work collaboratively on curriculum and provide several activities for students and parents to interact during the school year. The parent coordinator and administrators will visit CBO and conduct several open houses for parents in the community.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The MOSL committee includes teachers and make recommendations for appropriate assessments. Teachers and administrators participate in scheduled data conferences, which include conversations on assessments, assessment results and improvement of instruction. These conversations allow stakeholders to participate in decisions on assessments.

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)

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 at PS 137M. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

PS 137's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee; supporting or hosting Family Day events; establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
 - 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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences 4x a year during which the expectations or individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities are 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: 01M137**

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 codes¹. 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 consolidated². **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	\$120,534.48	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	\$42,093.00	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	\$1,294,917.00	X	See action plan

¹Explanation/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.

²The **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 1	Borough Manhattan	School Number 137
School Name John L. Bernstein		

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 Melissa Rodriguez	Assistant Principal Pamela Watts
Coach Pat Werner	Coach type here
ESL Teacher Inna Djaniants	Guidance Counselor Rich Porta
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Yolanda Saldana
Related Service Provider Cely Traje	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	206	Total number of ELLs	24	ELLs as share of total student population (%)	11.65%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	8	8	8	8	8	8								48
SELECT ONE														0
Total	8	8	8	8	8	8	0	48						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	20	ELL Students with Disabilities	7
SIFE	1	ELLs receiving service 4-6 years	4	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	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	20	1	6	4	0	1	0	0	0	24

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		
Total	20	1	6	4	0	1	0	0	0	24
Number of ELLs who have an alternate placement paraprofessional: <u>2</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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	1	1	5	4	1								12
Chinese	1	2	4	4	0	1								12
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	3	5	9	4	2	0	24						

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	4	2	1								8
Intermediate(I)	1	2	3	3	1	0								10
Advanced (A)	0	1	1	2	1	1								6
Total	1	3	5	9	4	2	0	0	0	0	0	0	0	24

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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.
To assess the early literacy skills of our ELLs at P.S. 137 we use formal and informal assessments. The formal assessments we use are DRA-2. Teachers also use running records to evaluate students' reading levels. At P.S. 137, we also use rubrics aligned to the Common Core Learning Standards to assess our students' literacy skills, math, and language development; and use the data to

measure whether students are at, below, or above grade level.

ELLs generally score below grade level due to their limited vocabulary in English and their limited schooling prior to entering Kindergarten and/or the United States. Teachers use the information collected from all assessments to carefully understand the needs of our ELLs in order to better assist them in the classroom. The assessments are used to differentiate instructional material and to set literacy goals for students who are below grade level. The information collected also helps inform the school of students who will need extra support through AIS (Academic Intervention Services), Extended Day, small group tutoring, and participation in the computer based Imagine Learning program. Teachers also conduct informal assessments, including anecdotal, conferences, writing samples etc.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Paste response to question here: There are a total of 24 students who took the NYSESLAT and/or LAB-R. 10 students scored at an Intermediate level. Out of those 10, six of the students are in second or third grade. Eight students scored at a Beginner level. Out of those eight, four are in fourth grade. Six students scored at an Advanced level. Out of those six, two are in third grade. Majority of the students who scored at a Beginner level on the NYSESLAT and/or LAB-R are newcomers who have been in the US for one year or less.

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 [AMAQ tool](#))

Paste response to question here: Beginner and Intermediate ELLs in grades K-5 receive 360 minutes of ESL per week. This results to eight 45-minute periods per week. Advanced ELLs receive 180 minutes of ESL per week. This results to four 45-minute periods per week. These students (Advanced ELLs) also receive 180 minutes of ELA per week with their classroom teacher. Patterns across NYSESLAT modalities will affect instructional decisions by setting measurable goals for individual students in each modality—reading, writing, speaking/listening. Students who are more proficient in Listening and Speaking will work on improving their Reading and Writing proficiency levels, in addition to continuing to maintain a Proficient level in Speaking and Listening. Students who are more proficient in Reading and Writing will work on improving their Speaking and Listening proficiency levels, in addition to continuing to maintain a Proficient level in Speaking and Listening. Data shows as ELLs gain proficiency on the NYSESLAT they also improve their scores on the ELA, Math, and Science state tests.

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?

Paste response to questions here:

a. Looking at the scores of ELL students in ELA and NYS Math there seems to be a disconnection between these scores and students' proficiency levels. Eight students scored Advanced or Proficient on the NYSESLAT while only three of those students scored a 2 or above on the ELA and Math. However, there is a correlation between the NYS Science scores and students' proficiency levels. Last year's fourth graders all scored Intermediate or Advanced on the NYSESLAT. Those students also scored a two or three on the NYS Science test.

Newcomers (students who have been in the US for two years or less) are given the NYS Math and Science test in their native language as well as in English. Of those students who took the exam in their native language in Math, scored a 1.

b. The ESL teacher and classroom teachers use the ELL Periodic Assessments as a formative assessment to guide and differentiate instruction according to the needs of their students.

c. Students take the ELL periodic assessments in English. Last year students only took the ELL Periodic Assessment in the Fall. The school is learning that students generally improve their score between the Fall ELL Periodic Assessment and the Spring NYSESLAT assessment.

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](#).)

Paste response to question here: Once an ELL has been identified as needing additional support, the classroom teacher will provide the child with more small group opportunities, as well as individualized attention, to ensure that additional support is in fact necessary. If the data collected by the teacher from small group instruction does not ensure student achievement then that student will be recommended for AIS (Academic Intervention Services). This will provide additional academic support outside of the classroom. After six weeks of AIS all teachers that provide services for the student will revisit and discuss student progress.

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

Paste response to question here: Students' second language development is considered in instructional decisions. Teachers who have newly arrived ELLs provide students with visuals to build Tier 1, 2, and 3 vocabulary. For those students who are literate in their native language, teachers provide students with bilingual dictionaries and books. Newcomers who are able to write in their native language are also allowed to write in their native language. As they build second language proficiency they are encouraged to transition from writing and reading in their native language to writing and reading in English. These students are also placed on the Imagine Learning

program where they are offered additional support to build English language proficiency. Although the program assesses students' English language proficiency, directions are given in their native language.

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?

Paste response to questions here: This question is not applicable to P.S. 137 as we currently do not have a dual language program.

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

Paste response to question here: The success of P.S. 137's programs for ELLs is evaluated based on student's NYSESLAT scores (focusing on their improvement in each modality, Reading/Writing and Speaking/Listening), periodic assessments, formal and informal assessments conducted by the ESL teacher and their classroom teacher, and communication between the ESL teacher and classroom teachers to discuss the progress of ELLs in their classroom. The ESL teacher and classroom teachers also evaluate the success of the Imagine Learning program by closely monitoring the progress participating students are making on the program and in the classroom.

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](#).)

Paste response to question here: Upon entering the New York City School District for the first time, all parents complete a Home Language Identification Survey (HLIS) in the child's home language. The HLIS is administered during registration by a teacher who is familiar with the procedure of completing the HLIS. The teacher present at the time of registration also conducts an informal interview to determine whether the student has any formal educational background in their own language and if the student is able to communicate in English. If the teacher who conducts the informal interview is unable to speak in the student's native language then a translator is available to assist with the translation. During the registration process the teacher also interviews the students' parents/guardians to determine whether or not the child received formal education in the United States or in their native country prior to entering the NYC School District and for how long the child attended school. After the informal interview is completed and the teacher who is conducting the interview fills out the HLIS, the ESL teacher/coordinator then signs off on the HLIS to determine whether the Home Language of the student is English or another language. If the ESL teacher/coordinator determines that the Home Language is a language other than English then a LAB-R is administered. Spanish speaking students who do not pass the LAB-R are also administered the Spanish Lab to determine their first language fluency in all four modalities (Speaking, Listening, Reading, and Writing). Students who do not meet the cut score of the LAB-R will be placed in an ESL class until the parents select their program choice. The administration of the LAB-R, program placement, and the parent orientation take place within ten days of registration. As per the CR-Part 154 mandate, all Advanced ELLs receive 180 minutes of ESL and 180 minutes of ELA per week, and all Beginner and Intermediate students receive 360 minutes of ESL per week.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Paste response to question here: Within the first ten days of entering the NYC School District parents are invited to attend a New Parent Orientation. After a student has been identified an English Language Learner (ELL), parents are notified of the three programs that are offered in the New York City School District at the Parent Orientation. The ESL Teacher/Coordinator sends an Entitlement Letter inviting parents to attend an orientation that will explain the three different programs that are offered to ELLs in New York City. The parents are provided with pamphlets that offer information in their native language on each of the programs offered in the NYC School District. The letter also provides information on who parents can contact (ESL teacher/coordinator, parent coordinator) if they have any questions about each of the programs. Along with this letter parents also receive a letter to complete to inform the ESL Teacher/Coordinator of whether or not they are able to attend the designated date of the orientation. If they are unable to attend then they are asked to state in the letter the time and date that would work best for them to have a one-on-one meeting with the ESL Teacher/Coordinator to discuss the three different programs. The orientation is conducted by the

ESL teacher/coordinator, the parent coordinator, and paraprofessionals who serve as translators. During the orientation, the parents are shown the Orientation Video for Parents of English Language Learners in their native language. The parents are also provided with pamphlets in their native language that provide additional information on each of the programs (Transitional Bilingual Education, Dual Language, and freestanding ESL). After watching the video, parents are given the opportunity to ask questions about the programs offered in the NYC school system. The parents are then asked to complete the Program Selection form and survey. Those parents that choose a Transitional Bilingual or Dual language program are informed that if at least fifteen students whose parents chose TBE or Dual language in one language within one grade than P.S. 137 will create a TBE or Dual language program. During the orientation parents are given ample time to ask questions about each of the programs. If parents are unable to attend the initial Parent Orientation then another orientation is offered to them. If parents are unable to complete the Program Selection Forms during orientation then they are asked to complete it within a week of orientation. To ensure that all Parents complete the Program Selection Form, the ESL teacher and the Parent Coordinator contact parents via letters and phone calls to parents. As per the CR-Part 154 mandate, all Advanced ELLs receive 180 minutes of ESL and 180 minutes of ELA per week, and all Beginner and Intermediate students receive 360 minutes of ESL per week.

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

Paste response to question here: All students who are entitled to receive ESL services are given entitlement letters to be sent home to their parents within the first week of school for continuing students and within the first ten days of registration for new students. To ensure parents receive and understand the entitlement letters, parents are asked to sign and return a slip of paper that is attached to the entitlement letter that states (in English and their native language) they understand their child will receive ESL instruction for the entire school year. For new students, in addition to the entitlement letters that are sent home to the parents, Program Selection Forms (as mentioned above) are also sent to the parents after the Parent Orientation. Since it is extremely important that the ESL teacher/coordinator receives the Program Selection Form and Survey the parents are asked to return the forms as soon as possible. The parent coordinator and the ESL teacher will establish communication with parents via phone calls and re-sending the Program Selection Form. Within the letter, parents are offered to attend a one-on-one meeting scheduled to their convenience if they are unable to attend the specified Parent Orientation. If the parent coordinator and the ESL teacher/coordinator are unable to get in contact with the parent of a student within a week of the letter being sent home then the student will be placed in a Transitional Bilingual Education Program. Due to the fact that P.S. 137 does not have a TBE program then students are placed in ESL.

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.

Paste response to question here: If parents choose a Transitional Bilingual Education or a Dual Language Program for their child then they are informed that they have the option to transfer to a school that offers these programs. P.S. 137 will provide information and a list of all schools in the NYC school system that offers these programs. If parents choose to have their child attend a freestanding ESL program then the child is placed in the pull-out ESL program that is offered at P.S. 137. All parents of ELLs, including continuing entitled students and new students, are informed that their child will receive ESL instruction. Parents are informed that students are placed in groups based on their English language level which is determined by the scores of the NYSESLAT and the LAB-R. The ESL teacher/coordinator and the parent coordinator consult with parents of the number of minutes per week (360 minutes for Beginner and Intermediate students, and 180 minutes for Advanced students) their child will receive ESL instruction and the purpose and benefits of the ESL program. All communication and information is provided to parents in their native language if the parent is unable to communicate in English.

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.

Paste response to question here: New students at PS137 are classified as English language learners (ELLs) after not meeting the cut score of the LAB-R and those students who did not receive Proficient in all four modalities of the previous year's NYSESLAT (New York State English as a Second Language Achievement Test) exam scores. To ensure that all ELLs take the NYSESLAT every spring, the ESL teacher/coordinator prints the RLER report on ATS. The RLER report informs the ESL teacher of all students that are eligible to take the NYSESLAT. The ESL teacher administers all NYSESLAT and LAB-R exams. To ensure all four components (Reading, Writing, Speaking, and Listening) are administered to all students, the ESL teacher/coordinator creates a schedule for students in each grade bracket (K, 1-2, 3-4, and 5) to take the exam. Schedules are approved by administration and distributed to all classroom teachers to ensure that all students attend each component of the exam. The schedule also includes available days to administer exams in the event that a student is absent during one of the four components of the NYSESLAT. In addition, parents are sent letters home with a list of dates that their child is scheduled to take each component of the NYSESLAT. In the letter, parents are also asked to inform the ESL teacher if their child will not be able to attend a specific date of the exam. All letters are sent to parents in English and in their native language.

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. 
- Paste response to question here: At this time, P.S. 137 does not have enough students with the same Home Language in one or two continuous grades to establish a dual language or Transitional Bilingual Education program. In looking at previous year's data, we have noticed a recent change in parent choice in program selection. In the past years, parents chose to have their child attend an ESL program. From 2006-2007 nine parents chose ESL as their number one choice for their children. Recently, there has been a change in this trend. In 2008, five parents chose Transitional Bilingual Education (Spanish and Chinese), four parents chose ESL, and only one chose Dual Language as their primary choices. Although recently, the majority of the parents desire a Transitional Bilingual Education program for their child, these parents choose to keep their students at P.S. 137 rather than transferring to a school that offers a Transitional Bilingual Education program or a Dual Language program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
- 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])?
- Paste response to questions here:
- The ESL program at P.S. 137 follows the pull-out model. Students who are at the Beginner and Intermediate levels [based on NYSESLAT and LAB-R scores] are provided with 360 minutes per week of ESL instruction. Three times a week the students are pulled out of class for 90 minute blocks and two times a week the students are pulled out for 45 minute blocks. Students who are at an Advanced level are provided with 180 minutes per week of ESL instruction. These students are pulled out of class four times a week for 45 minute blocks. Due to the small number of ELLs (27 students) who are all at various grade levels and classes, P.S. 137 is unable, at this time, to offer a push-in model. In the event where there is a large group of ELLs in one classroom then the ESL teacher will follow the push-in model and will collaborate with the classroom teacher on providing appropriate instruction for the ELLs in the class.
 - The pull-out groups at P.S. 137 are based on two criteria: language proficiency levels and grade. Although students are

pulled out for ESL instruction, the ESL teacher collaborates with the classroom teacher to discuss particular students' needs. For example, if a student is struggling with using transitional words in his/her writing then the ESL teacher will work closely with that student to build that writing skill. In addition, the ESL teacher discusses units of study in Reading, Writing, Science, and Social Studies to align with the classroom teacher's instruction. The groups are primarily homogeneous in regards to proficiency levels and grade span. For example, ESL students in K-2 are divided into two groups. One group is Beginner/Intermediate and another is Advanced. This also applies for students in grades 3-5.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Paste response to questions here:

a. Students at Beginner and Intermediate levels receive 360 minutes of ESL instruction per week. Students at an Advanced level receive 180 minutes of ESL instruction per week. These students are pulled-out of their classroom to receive ESL instruction in a separate classroom. In addition, all ESL students receive 45 minutes of English Language Arts (ELA) instruction daily in their regular classrooms. P.S. 137 does not provide Native Language Arts. Instead, the ESL teacher provides Native Language support to newly arrived students, with no English background, through bilingual books and dictionaries to assist in their learning. Special Education students who do not speak English are also provided with bilingual paraprofessionals.

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.

Paste response to question here: The pull-out ESL program at P.S. 137 follows a thematic unit as its instructional approach. Thematic units are based on the Science and Social Students Standards and Scope and Sequence, as well as the Common Core Learning Standards. Using these content areas as a base for ESL instruction provides English language development to ELLs at all language levels. All instruction is taught in English with the support of bilingual books and dictionaries for newly arrived ELLs.

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

Paste response to question here: Although P.S. 137 does not offer a Transitional Bilingual or Dual Language programs, our ELLs are appropriately evaluated in their native language so that classroom teachers and the ESL teacher are better able to meet the needs of our ELLs. Upon initial enrollment an informal interview is conducted in the child's native language to evaluate basic conversational skills. After students complete the LAB-R a Spanish Lab is administered to Spanish speaking students. This allows the classroom teacher and the ESL teacher to gauge what level they are at academically in their native language. Those students that are not Spanish speakers are asked to write a short essay in their native language. In addition, these students are also asked to read a paragraph from a book in their native language. A translator is always present during both the reading and writing assessments. These informal assessments allow teachers to understand their students' academic background in their native language.

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

Paste response to question here: The NYSESLAT scores from the previous Spring provides an initial baseline for the ESL teacher of each students' English language proficiency level at the beginning of each school year. In addition, the ESL teacher assesses each student on all four modalities (Speaking, Listening, Reading, and Writing) throughout the school year. For reading and writing, the ESL teacher creates an assessment and rubric that similarly follows the NYSESLAT model. For speaking and listening, the ESL teacher uses rubrics during class discussion sessions to assess students' speaking and listening skills.

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).

Paste response to questions here: Through the pull-out ESL program at P.S. 137 instruction is differentiated based on their language proficiency levels and their grade levels. In addition, instruction is differentiated based on subgroups such as SIFE (Students with Interrupted Formal Education), newcomers, long-term ELLs, and special needs ELLs. Newcomer ELLs who enter the third grade or higher and are two years below grade level are classified as SIFE. In addition to receiving ESL services, SIFE students receive additional support through AIS (Academic Intervention Services). SIFE students also participate in Extended Day and after school programs to support them in their reading and writing fluency. Students who have been in US schools for less than three years are provided with ESL services (360 minutes per week). Students are also provided with English language development support through Extended Day and after school programs to improve their vocabulary and reading comprehension. These programs assist newcomers in becoming better prepared for the

ELA (English Language Arts) testing that they are required to take within a year of being in the US. Those ELLs who have been receiving ESL services for 4-6 years and long-term ELLs (completed 6 years of ESL services) will also be supported through the an after school program that is designed to assist these students in reading and writing. The students who are still in ESL due to their Reading and Writing scores on the NYSESLAT receive additional services from the AIS (Academic Intervention Services) teacher who pulls these students out to work in small groups to improve their reading and writing skills. These students will also continue to receive ESL services that will focus on improving their reading comprehension and writing strategies. ELLs who have been identified as special needs will also receive differentiated instruction. Special needs ELLs who have no English language background will receive a bilingual paraprofessional as per IEP to provide native language support and assist in second language development. These students also receive SETSS (Special Education Teacher Support Services) and participate in Extended Day and after school programs to develop English language proficiency. Students who are no longer classified as ELLs after reaching proficiency on the NYSESLAT continue to receive transitional support. The ESL teacher and the classroom teachers communicate the progress the student has made and the necessary steps to take in the classroom to support English language fluency. For Proficient ELLs, teachers work closely to continue to monitor students' progress in academic language and content development. In addition, former ELLs (scored Proficient on NYSESLAT in the last two years) are provided with ELL accomodiations during state tests (time and a half and separate location).

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?

Paste response to question here: The ESL teacher and classroom teachers of ELL-SWDs use instructional strategies and grade-level materials to provide students with access to academic content and guide students in accelerating English language development. Teachers of ELL-SWDs follow students' IEPs in regards to academic and language goals for individual students and mandated services that these students are obligated to receive. These outside services, such as SETSS, Speech, and ESL, provides students with additional academic support. Classroom teachers and service providers discuss with one another the student's progress and continued needs. Classroom teachers also differentiate within their classroom creating small groups to target specific students academic and language needs. Teachers also use the Imagine Learning program to accelerate students' English language development. To build academic content, teachers offer students grade appropriate content at their reading level.

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?

Paste response to question here: To meet the diverse needs of ELL-SWDs, P.S. 137 offers service providers to meet at the beginning of the school year to plan out a schedule. Some of our ELL-SWDs receive more than one service, thus it is important that all service providers (APE, OP, PT, Speech, guidance counselor, SETSS, and ESL) meet to discuss which students will be pulled-out on what days and times. This allows all service providers to rearrange scheduling in order to ensure that one particular student is not pulled out of class too often in one day.

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:			

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

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

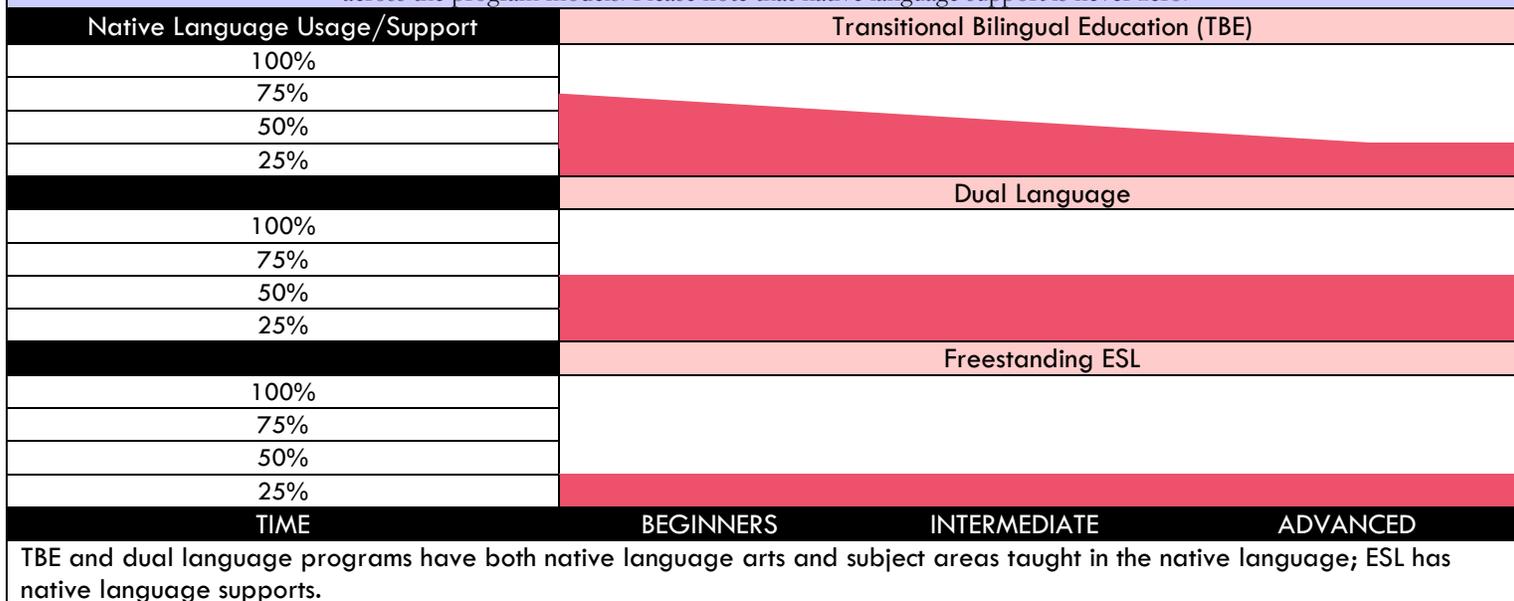
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.
- Paste response to question here: P.S. 137 has set up intervention programs for ELLs in ELA, Math, Science, and Social Studies. All services provided are in English. Special needs students who are not proficient in English are provided with instructional support (a bilingual paraprofessional) as per IEP. ELLs are provided with bilingual text in content areas such as Science and Social Studies. The ESL program at P.S. 137 teaches vocabulary, reading comprehension, writing strategies, grammar, and speaking and listening skills through thematic units. These thematic units follow the Common Core Learning Standards and the New York City Scope and Sequence for Science and Social Studies. ELLs who are struggling in ELA and math, unrelated to language needs, are referred to AIS and are provided with additional support with the AIS teacher.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Paste response to question here: The current pull-out ESL program at P.S. 137 is effective based on the NYSESLAT scores. The ESL teacher creates a curriculum that is aligned to units of study from the NYC Science and Social Studies Scope and Sequence, as well as the CCLS. The ESL program introduces content that is grade appropriate. In addition the program focuses on building students' English proficiency based on individual language needs. Students participating in the program are given the opportunity to explore language through content using non-fiction text, visuals, class discussions, technology, and language building programs, i.e. Imagine Learning. According to last year's NYSESLAT data, 50% of the students improved their proficiency by one or two levels.
11. What new programs or improvements will be considered for the upcoming school year?
- Paste response to question here: As an improvement plan for the upcoming school year, P.S. 137 will continue to provide pull-out services to long term ELLs in Reading taught by an AIS (Academic Intervention Services) teacher. These services will allow ELL students who are still struggling in Reading to work in small groups to improve their reading comprehension and reading strategies. In addition, P.S. 137 will continue to use the Imagine Learning program for upper grade ELL students. This program will guide students in building English language fluency through computer activities that include all four language modalities (Reading, Writing, Listening, and Speaking).
12. What programs/services for ELLs will be discontinued and why?
- Paste response to question here: Currently P.S. 137 will not be discontinuing any programs/services at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Paste response to question here: ELLs at P.S. 137 are afforded equal access to all school programs. ELLs participate in Extended Day and after school programs. ELL students participate in after school programs that are geared towards English language development. These after school programs include Academic Success where students are taught test strategies in preparation for the ELA and math. ELLs also participate in extracurricular activities, including school trips, Art Club, Musical plays, Town Hall Meetings, Ballroom Dancing, Soccer, Swimming, and the annual Science Fair.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Paste response to question here: ELLs also receive support through instructional materials. In the ESL classroom ELLs are provided with bilingual books and dictionaries, literature at various language levels, a document camera, computers, mini-ipads, and a SmartBoard. In the classrooms, ELLs have the opportunity to use computers, SmartBoards, and engage in computer based literacy and vocabulary activities. Newcomers and struggling ELLs participate in the Imagine Learning computer based program to build their reading, writing, speaking, and listening fluency. Those ELLs who require additional support in reading fluency also participate in the Extended Day program.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Paste response to question here: ELLs in ESL receive Native Language support through bilingual books and dictionaries. Students are also given the option to write in their Native language. ELLs with special needs also receive native language support through a bilingual paraprofessional, as per IEP.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Paste response to question here: Although ELLs at all grade levels are at various language levels, the services support and resources that are provided are at their appropriate grade and language level. Academic content is introduced to students at their appropriate grade level within their reading level. Students who are newcomers and are literate in their first language are also given the opportunity to participate in writing activities in their native language while they are building English language proficiency. These students are also given access to text in their native language to encourage literacy.
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.

Paste response to question here: Prior to the first day of school P.S. 137 sends newsletters and pamphlets welcoming new parents to our school. These newsletters and pamphlets are translated for parents of ELLs. On the first day of school, the Parent Coordinator holds a monthly Parent Breakfast to welcome new and current parents to P.S. 137 and to answer any questions parents may have.

18. What language electives are offered to ELLs?

Paste response to question here: At this time, P.S. 137 does not offer foreign language electives.

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)?

Paste response to questions here: This question is not applicable to P.S. 137 as we currently do not have a dual language program.

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.

Paste response to questions here:

1. The ESL teacher at P.S. 137, along with ELL Network Support Specialist from the CFN-203 Network, lead monthly workshops to support our general education and special education teachers that have ELLs in their classroom. The ESL teacher also attends workshops and professional development events that are focused on supporting ELLs. All classroom teachers, out of classroom teachers (SETSS, ESL, Art, Science, Music), providers (paraprofessionals, speech therapists, occupational therapists, physical therapists), and support staff (parent coordinator, secretaries, school aides) are encouraged to attend professional development related to ELLs. In house professional developments occur on professional development days (beginning of the school year, chancellor days). Once a month the ESL teacher leads workshops for staff members on various topics, including adapting classroom environment to meet the needs of our ELLs, establishing case studies and interviews to better know where are ELLs are coming from, creating differentiated instruction to better work with our ELLs, using Danielson and the Common Core Learning Standards to improve instruction for ELLs.

2. Teachers participate in a monthly study group with the ESL teacher to discuss how to best meet the needs of individual ELLs in their classroom. The ESL teacher provides teacher with information and resources that classroom teachers can use with their ELLs. This study groups are focused on strategies and techniques that classroom teachers can use with ELLs to encourage ELLs to participate in class conversations, to be engaged in reading and writing activities, and to be active participants in the learning that occurs in the classroom. The Literacy Coach and the Math Coach provide teachers with additional support on how to provide differentiation to ELLs and SWDs. The Literacy Coach meets once a week with classroom teachers to discuss Reading and Writing unit progress. Each week is focused on a different topic. The first week is focused on exemplar and rubrics, the second week is looking at student work and discussing next steps, the third week is creating charts and providing resources, and the last week is looking at and creating curriculum maps.

3. The school guidance counselor provides ELLs in the fifth grade with support as they transition from elementary to middle school. The school counselor provides parents and students with information of the different middle schools that the student can apply to. As a new initiative for this school year, P.S. 137 will take ELL students on a guided tour of middle schools in the community to help ELL students transition into middle school and to answer any questions they may have about middle school.

4. General Education teachers who have ELLs in their classroom receive 7.5 hours of ELL training and Special Education teachers receive 10 hours of ELL training. This training consists of attending Professional Developments that focuses on working with ELLs and workshops led by the ESL teacher at P.S. 137. The ESL teacher at P.S. 137 leads monthly workshops that focuses on working with ELLs and strategies teachers can use in the classroom that would engage ELLs. All records of attendance is kept on file in the school. To record attendance of teachers at workshops held at P.S. 137, the ESL teacher maintains a list of sign-in sheets for each day of attendance. Sign-in sheets and agenda's for each workshop are kept on file by the ESL teacher. Workshops are focused on several different topics and activities. These topics and activities include understanding language development for ELLs (BICS and CALP), changing classroom environment to meet the needs of ELLs in the classroom, building understanding of individual ELLs in our own classrooms through case studies and interviews, and activities teachers can use to differentiate instruction for ELLs. These workshops are also focused on strategies and techniques that classroom teachers can use with ELLs to encourage ELLs to participate in class conversations, to be engaged in reading and writing activities, and to be active participants in the learning that occurs in the classroom.

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?

Paste response to questions here:

1. Parents of all students, including ELLs, are given the opportunity to be directly involved in their child's learning. Parents and family members are invited to Family Fun Weekends every three months. These weekends give parents and children the opportunity to explore the outskirts of their community. Parents are also invited to attend Parent Breakfast meetings led by the Parent Coordinator and administration to discuss school activities, attend academic workshops, and meet with other parents and members of the community. All parents that request a translator for all school events are provided with a translator. These translators are members of the school community that speak the language (primarily Chinese and Spanish). In the event that we have a language that is not available for translation by in-house staff, P.S. 137 will reach out to translation unit.

2. P.S. 137 partners with other agencies and Community Based Organizations to provide workshops and services to ELL parents. P.S. 137 partners with Learning Leaders to prepare parents to be parent volunteers, NYC Public Library to provide GED information sessions and library cards for students and parents, Grand Street Settlement to provide parents with basic English language classes, and Satellite Academy offers GED courses for parents in English and Spanish.

3. To evaluate the needs of parents, parents participate in Parent Breakfasts where they are given the opportunity to voice their opinions and to discuss any questions they may have about administrative paperwork (this is especially helpful to newcomers who are unfamiliar with the US educational system), helping their children with homework etc. Parents also are invited to attend PA meetings where they are able to communicate with other parents and the parent coordinator. Parents are asked to complete surveys during parent/teacher conferences.

4. P.S. 137 provides all parents with a monthly calendar that lists all activities that the school will have for the entire month. Parents also receive a monthly newsletter from the principal stating academic goals and expectations of the school. In addition, to build parent involvement and teacher-parent communication, every class creates a monthly classroom newsletter to introduce parents on monthly academic goals, activities and events planned for the month. In addition, teachers provide parents their email address to establish communication.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: John L. Bernstein

School DBN: 01M137

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Melissa Rodriguez	Principal		
Pamela Watts	Assistant Principal		
Yolanda Saldana	Parent Coordinator		
Inna Djanians	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Pat Werner	Coach		
	Coach		
Rich Porta	Guidance Counselor		
	Network Leader		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 01M137 School Name: John L. Bernstein

Cluster: CFN-203 Network: Dan Feigelson

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

Part A: Needs Assessment Findings

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

The school's written translation and oral translation needs are determined through the Home Language Identification Survey, ATS reports, and blue cards. Upon registration, if parents are unable to speak in English, an oral translator accompanies the parents in answering any questions they may have about registration. During registration the school is also able to determine the language of communication the parents prefer. Written and oral translation services are provided in-house by school staff. All school information documents that are sent to parents are translated into Spanish and Chinese. These documents include all official Department of Education documents, school events flyers, calendars, and student narrative reports. Informational flyers posted in school are also translated into Spanish and Chinese.

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.

After reviewing our written and oral translation needs we have found that we do not need any written or oral translation services that could not be provided in-house by school staff. If in the event we have a parent that does not speak English, Spanish, or Chinese then we will seek assistance from the Department of Education Translation and Interpretation Unit. At P.S. 137 there are 14 students who speak Chinese (Mandarin and Cantonese) and 13 students who speak Spanish. All school staff that serve as translators are introduced to parents upon registration and/or are notified of newly admitted students whose parents need a translator

Part B: Strategies and Activities

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

Written translation services are provided in-house by school staff. All school information documents that are sent to parents are translated into Spanish and Chinese. These documents include all official Department of Education documents, school events flyers, calendars, and student narrative reports. Informational flyers posted in school are also translated into Spanish and Chinese.

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.

Oral translation services are provided in-house by school staff. The school provides oral interpretation services for parents who do not speak English. These services are provided during parent-teacher conferences, IEP meetings, PTA meetings, initial orientation for parents of ELLs, and anytime the parent schedules an appointment requesting a translator.

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

The school informs parents of the translation and interpretation services provided to them by the school and the Department of Education through posters that are posted in the main entrance of the building as well as in front of the parent coordinators office. Signs and notices are posted in multiple languages. During parent orientations (led by the ESL teacher) information is provided to parents on their rights to interpreters and materials in their native language. The school's safety plan is posted in the main office. Parents are provided with the discipline policy and school safety procedures in the school's handbook. Parents who have questions about the safety procedures are informed to contact the administration, parent coordinator and guidance counselor

