

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

29Q138

School Name:

PS/MS 138 SUNRISE

Principal:

JAMES MC ENANEY

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: PS/MS 138Q School Number (DBN): 29Q138
School Type: ES/MS Grades Served: PK-8
School Address: 251-11 Weller Avenue Rosedale, NY 11422
Phone Number: 718 528 9053 Fax: 718 723 5670
School Contact Person: Kim Brogdon-Johnson Email Address: kbrogdon@schools.nyc.gov
Principal: James Mc Enaney
UFT Chapter Leader: Jamie Cutrone
Parents' Association President: Yvette Small
SLT Chairperson: Paula Miller
Student Representative(s): _____

District Information

District: 29 Superintendent: Lenon Murray
Superintendent's Office Address: 222-14 Jamaica Avenue Queens Village, NY 11426
Superintendent's Email Address: lmurray@schools.nyc.gov
Phone Number: 718-341-8280 Fax: 718-464-1433

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zakarias
Network Number: 208 Network Leader: Daniel Purus

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
James Mc Enaney	*Principal or Designee	
Jamie Cutrone	*UFT Chapter Leader or Designee	
Yvette Small	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Paula Miller	Member/ CSA	
Rosa Belmonte	Member/ UFT	
Denise Duggan	Member/ UFT	
Leona Canton	Member/ UFT	
Lucille Hanibal	Member/Parent	
John Townes	Member/Parent	
Reba Perry	Member/Parent	
Yvette Tate	Member/Parent	
Carlene Findlay	Member/Parent	
Kizzy Thompson	Member/Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Sunrise School is an elementary - middle school with 825 students from pre-kindergarten through grade 8. The school population comprises 85% Black, 7% Hispanic, 3% White, and 2% Asian students. The student body includes 4% English language learners and 8% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2013 - 2014 was 93%. Our mission at PS/MS 138 is to meet the social, emotional and academic needs of all students. Our goals are to provide children with robust, relevant, and current learning opportunities to make them independent thinkers. Additionally, we seek to provide rigorous preparation for real-life experiences, college and career readiness in an environment that is risk-free and safe. Rigor at 138 is defined as teaching and learning that stimulates and encourages students to question their assumptions and think deeply. Students should be mentally sweating during experiences that are challenging; not necessarily difficult. Students must feel a sense of accomplishment and value in their work.

PS/MS collaborates with the Greater Ridgewood Youth Council to bring a cost effective after school program to our community. Additional partnerships are had with Urban Advantage, a standards-based program designed to improve students' understanding of scientific inquiry through collaborations between urban public school systems and science cultural institutions, and Ballet Tech, a tuition-free ballet school for New York City public school children. Special initiative this year include Achieve 3000, a computer-based program to increase reading comprehension, strive for 25, an instructional focus on vocabulary, after school homework clinic, Evening Teen Center, and a Saturday "Ramp-Up" Literacy Program which includes a Title III program for our English Language Learners.

Currently at 138, we have seen much growth in the area of student progress, especially with our lowest performing students and students with special needs. However, we still struggle with having our students meet or exceed proficiency with only 13% scoring at levels 3 or 4 on the state ELA test and 12% scoring at levels 3 and 4 on the state math test. Our students have also maintained an average of 91% passing rate in their core subjects. Additionally, over the past three years, our school environment has improved greatly. We are currently in our second year of PBIS and its results are exemplified on our Learning Environment Survey.

Our instructional focus is developing students' ability to use academic and content vocabulary as evidenced in stronger writing and discussion throughout robust and engaging work. Professional Learning Communities are focused on planning more rigorous lessons around this work as well as monitoring student outcomes to assess whether or not instruction supports the performance and progress. Collaboration among teachers, both vertically and horizontally, continues to strengthen as teachers support each other in moving the students towards proficiency.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the NYS Common Core 2014 ELA scores for ALL Grades (3-8) 13% of student’s met/exceeded proficiency by scoring at Level 3/4.

Our school did not receive a Quality Review (QR) in 2013-14. However, information from the QR conducted in October 2012 indicated a developing rating in 1.1 & 1.2 An area of improvement (AFI) from the report influenced the development of the goal: “Increase the rigor and alignment of curriculum to State standards include the arts for the whole range of learning to improve student performance.” As a result there is a need to expose and expand student knowledge and use of academic language.

The school’s strengths relative to this Capacity Framework can be seen in our complete alignment with the CCLS in all content areas. In addition, we have adopted the core curriculum but adapt/modify to meet the needs of our students. The process of implementing the instructional focus will evolve of the course of the academic year with professional development, supplementary materials (content reading) for all SWDs and Achieve 3000 program for all ELL, SWD and all students in grades 2-5. Therefore, current data and our most recent QR indicate that there is a need to refine the use of strategies that increase vocabulary acquisition for all students. This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, student mastery of content vocabulary will increase 5% by implementing the instructional focus and periodic writing on demand and baseline assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Instructional Actions/Strategies/Activities <ul style="list-style-type: none"> • Teachers will administer the Common Core- 	All Students	September 2014- June	Principal, APs, Professional

<p>aligned ELA Baseline Assessment in early October, the Common Core-aligned ELA Benchmark Assessment in January as well as four Writing on Demand common assessments to monitor the progress.</p> <ul style="list-style-type: none"> • Implement Response to Intervention (RtI) who will receive Tier One and Tier Two interventions in the classroom using <i>Achieve 3000</i>, a research-based, online program with embedded assessments that focuses on developing student’s fluency, vocabulary, comprehension and writing. Other interventions tailored to students’ specific areas of need will also be used. 			2015	Learning Committee, All Teachers of grades 3-5 (WOD) All teachers of grades 3-8 (Baseline Assessments)
<p>Professional Development</p> <ul style="list-style-type: none"> • Teacher teams will engage in Professional Learning Communities (PLCs) using <u>Teaching Vocabulary to English Language Learners</u> (Graves, August, and Mancilla-Martinez) in order to develop lesson plans with scaffolds, and extensions such as: <ul style="list-style-type: none"> - <i>vocabulary and language development</i>, through which teachers introduce new concepts by discussing key vocabulary words and plan multiple, systematic exposures to build students’ conceptual awareness - <i>explicit instruction</i>, or direct teaching of concepts, academic language, and reading comprehension strategies needed to complete classroom tasks and modeling - <i>graphic organizers</i> including pictures, diagrams, and charts to help all students—easily recognize essential information and its relationship to supporting ideas. • Create and implement a yearlong professional development calendar for all teachers in a collaborative setting focusing on research-based ELL instructional strategies. • Use <i>Advance</i> data to inform differentiated professional development in a collaborative setting using small group PD and various coaching models (side-by-side, in-class coaching, demonstrations, ARIS learn teaching modules.) • Implement Individual Teacher Improvement Plans (TIPs) to provide focused support, if applicable. 		All Teachers	Sept 2014- June 2015	Principal, Aps, Professional Learning Committee, Network Coaches

<p>Parent Involvement and Engagement</p> <p>The following strategies will be implemented to increase family-community ties and support achievement:</p> <ul style="list-style-type: none"> • Parent Coordinator, in collaboration with the PTA, work to support parents with communication by training them in the Skedula on-line communication program with teachers. Additionally, the Tuesday parent-teacher time will be utilized to support this work. 		Parent Coordinator, PTA members	September 2014-June 2015	Principal, APs
<ul style="list-style-type: none"> • A parent survey will be administered in the fall and spring to inform parent planning activities and parent workshop topics. This will include introducing Common Core-aligned activities that can be used at home to support the parents. 		Parent Coordinator	October & March	Principal
<ul style="list-style-type: none"> • Fall and Spring Common Core curriculum activity nights for families, students and community members. Family nights dedicated to literacy, math, science and the arts. 		Parent Coordinator, Lead Teachers	October, March & May	APs
<ul style="list-style-type: none"> • “Breakfast with the Principal” workshops and school focus walks with parents and families. 		Parent Coordinator, PTA, Principal	November, January, March, May	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Use of teacher teams, peers, and Highly Effective Teachers for demonstration of modeling, developing norms and common language among teachers and students in the implementation of curriculum, development of assessments, and analysis data for the subject/grade.
- The teacher teams will systematically analyze key elements of teacher work, including classroom practice, assessment data and student work for students they share or on whom they are focused, resulting in shared improvements in teacher practice and mastery of vocabulary.
- The Danielson Framework, Advance PL modules and the Professional Learning committee will collaborate and implement sessions for teachers. Common Planning as well as Monday Professional Learning time will be utilized for all teachers and paraprofessionals.
- Scheduling for inter-visitations, out of school PD, and at least two common preps to allow for common planning, professional development, department meetings and other structures to foster teacher collaboration.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, there will be a 5% increase in students of grades 3-5 scoring at Level 3 & 4 as measured by the Writing on Demand Assessments & ELA Mid year baseline.

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the OORS data for the 2013-2014 academic year, many infractions were level three and four based on the Chancellor’s Code of Conduct.

Our school did not receive a Quality Review (QR) in 2013-14. However, information from the Learning Environment Survey conducted in Spring 2014 indicates 85% overall satisfaction with School culture compared to 87% citywide satisfaction average for similar schools.

The school’s strengths relative to this Capacity Framework can be seen in our implementation of PBIS with positive expectations for behavior. In addition, professional learning sessions around positive behavior expectations as it correlates to improved student outcomes is already resulting in a decrease of infractions and meeting the needs of our Tier I students. Current data and our most recent Learning Environment Survey, there is a need to refine and build a more positive learning environment where the expectations are clear and consistent. This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, full year implementation of our Positive Behavior Intervention and Supports (PBIS) will result in a 15% decrease in minor behavior infractions as measured by OORS incidents and PBIS Coordinator referrals.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust			
Instructional Actions/Strategies/Activities	ALL STUDENTS	September 2014- June	PBIS TEAM Principal, APs &

<ul style="list-style-type: none"> All students will receive scholar dollars based on their ability to positively impact the school environment. All students will be able to choose from a menu of rewards based on the amount of scholar dollars earned. System of rewards. Use Classroom Dojo to positively impact classroom environment Teachers will inter-visit classrooms that have exemplary systems in place for PBIS. PBIS Coordinator will support teachers for implementation and next steps approaches to meeting the needs of all students. 		2015	ALL STAFF
<p>Professional Learning</p> <ul style="list-style-type: none"> PBIS team will attend monthly meetings and turnkey to staff. PBIS Team provides monthly Professional Learning Menu Opportunities for Tier II student and family support. Professional Learning Communities and PBIS team will meet at least once a month to discuss successes and challenges and initiate improvements to the current 	All teachers Paraprofessionals	September 2014- June 2015	PBIS Team
<p>Parent Involvement and Engagement</p> <ul style="list-style-type: none"> Parents will have the ability to download the Dojo app to get immediate feedback on their child’s behavioral progress. PTA meetings will discuss the PBIS initiative and how it is progressing. On Tuesday afternoons and during parent teacher conferences, parents can meet with teachers to discuss their child’s behavioral and academic successes. 	Parents, Guidance Counselor, School Psychologist, Parent coordinator	September 2014-June 2015	Administration, PBIS Team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Use of teacher teams, peers, and Highly Effective Teachers for demonstration of modeling, developing norms and common language among teachers and students in the implementation of PBIS strategies.
- The PBIS team & school administration will systematically analyze key elements of teacher feedback, including classroom practice, assessment data and student work for all students they share or on whom they are focused,

resulting in shared improvements in teacher practice and mastery of school expectations.

- The Danielson Framework, Advance PL modules and the Professional Learning committee will collaborate and implement sessions for teachers. Common Planning as well as Monday Professional Learning time will be utilized for all teachers and paraprofessionals.
- Scheduling for inter-visitations, out of school PD, and at least two common preps to allow for common planning, professional development, department meetings and other structures to foster teacher collaboration around PBIS best practices and systems of rewards.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
8. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, there will be a 7% decrease in students of grades 3-8 involved in Level 3 or 4 infractions as evidenced by OORS, SAVE ROOM & PBIS Coordinator Referrals.

Part 6b. Complete in **February 2015.**

9. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the Advance MOTP data 2013-2014 academic year, additional professional learning is needed in the areas of Designing Coherent Instruction 1E and Assessment during Instruction 3D.

Our school did not receive a Quality Review (QR) in 2013-14. However, information from the October 2012 review indicated this area for improvement (AFI): Expand the alignment of assessments to your curriculum and the consistency of grading to adjust instruction and increase student progress.” Our teacher teams feel that students learn best when formative assessments are used to INFORM instructional decisions. Additionally, the 2013-2014 Advance Measures of Teacher Practice indicates the lowest overall average in the area of 3D (assessment during instruction). In addition, a major strength that impacts this area is around implementation and use of exit slips as well as mid-lesson “checks for understanding” in grades 1-8 as a means for assessing and monitoring daily student progress.

Informed by Capacity Framework Element – Improvements in teaching and learning, current MOTP data and our most recent QR, there is a need to refine, develop and strengthen professional learning toward positive student performance and progress. This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers will demonstrate a 7% increase at the effective level based on Danielson components 1E & 3D.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Instructional Actions/Strategies/Activities	Teachers of all grades.	September 2014- June	Principal, APs

<ul style="list-style-type: none"> Teachers will use a common daily agenda template to plan effective lessons. Teachers will plan for a minimum of 5 higher order thinking questions during a lesson. All students in grade 1-8 will complete an exit slip at the end of each lesson for assessment. Teachers will assess comprehension throughout the lesson. (mid-lesson CHECKS for UNDERSTANDING), jump start activities, student self-assessment checks and discussions. Common planning vertically and horizontally Use of DDC on Skedula to track pre-, mid and post assessments. Next Steps from teacher observations. 		2015	
<p>Professional Learning</p> <ul style="list-style-type: none"> TIP for developing teachers. Professional Learning Communities for strategies on how to be effective and highly effective in planning and assessment. Inter-visitation to teachers who are highly effective in the area of 1E and 3D. Training on DDC 	All teachers	September 2014-June 2015	Principal, APs, Professional learning committee
<p>Parent Involvement and Engagement</p> <ul style="list-style-type: none"> Parent workshops on Pupilpath to access their child's grades online. 	Parents, Guidance Counselor, School Psychologist, Parent coordinator	September 2014-June 2015	APs
<ul style="list-style-type: none"> Parents and families of students in grades 1-8 will be introduced to how teachers use EXIT SLIPS to modify instruction to address student needs. 	All teachers	September 2014-June 2015	APs, Grade Leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Use of teacher teams, peers, and Highly Effective Teachers for demonstration of modeling, developing norms and common language among teachers and students in the implementation of assessment during instruction.
- The school administration, grade leaders and teacher teams will systematically analyze key elements of teacher feedback, including classroom practice, assessment data and student work for all students they share or on whom they are focused, resulting in shared improvements in teacher practice and mastery of school expectations.
- The Danielson Framework, Advance PL modules and the Professional Learning committee will collaborate and implement sessions for teachers. Common Planning as well as Monday Professional Learning time will be

utilized for all teachers and paraprofessionals. Scheduling for inter-visitations, out of school PD, and at least two common preps to allow for common planning, professional development, department meetings and other structures to foster teacher collaboration around best practices in lesson planning 1E & assessment during instruction 3D.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
16. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, there will be a 4% increase in effective ratings for designing coherent instruction 1E and assessment during instruction 3D as evidenced by Advance MOTP.				
Part 6b. Complete in February 2015.				
17.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
18.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the analysis of teacher surveys and advance data from the 2013-2014 academic year, additional professional learning opportunities are needed, specifically tiered in a differentiated way.

Our school did not receive a Quality Review (QR) in 2013-14. However, information from the QR conducted in October 2012 indicates that, “Professional Learning is embedded in the school’s culture”, BUT the teachers and paraprofessional needs assessment indicates they would like choice in the professional learning opportunities. The strength of the professional learning is important but teachers want more of the teaching to be facilitated by their peers.

Informed by Capacity Framework Element – Professional growth for teachers and staff, along with current data and our most recent QR, there is a need to EXTEND systems for professional learning. This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school leaders, in collaboration with the Professional Learning (PL) Committee, will create a year-long PL plan with monthly PL menus based on teacher and observation feedback, resulting in a 10% increase of teachers rated one level higher on the scale in 4E (growing and developing professionally).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust			
Instructional Actions/Strategies/Activities	Teachers of all grades.	September 2014-June	Principal, APs, Professional

<ul style="list-style-type: none"> The Professional Learning Committee will meet once a month to plan PL menus. Various staff members will present. Administrators will review on <i>Advance</i> to access areas of need based on teacher observations. Teachers will self-assess and identify areas of need for professional learning. Teachers will volunteer or be selected to attend professional learning outside the building. Network support personnel will work with teachers who are in need of assistance. 		2015	Learning Committee
<p>Professional Learning</p> <ul style="list-style-type: none"> Teachers will attend workshops on Monday afternoons. Teachers will do intervisitations to address areas in need of development as identified by classroom observations. Network feedback will be specific and shared with both teacher and administrator for implementation. 	All teachers Paraprofessionals	September 2014- June 2015	APs, Professional Learning Committee
<p>Parent Involvement and Engagement</p> <ul style="list-style-type: none"> Teachers communicating with parents to get a better understanding of their child. 	Parents, Guidance Counselor, School Psychologist, Parent coordinator	September 2014- June 2015	Principal
<ul style="list-style-type: none"> Parent workshop around the teacher evaluation systems and how teachers/staff receive actionable feedback toward improved student outcomes. 	Principal, APs, Parent Coordinator	October 2014, January, March 2015	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Use of teacher teams, professional learning committee, peers, network instructional coaches and Highly Effective Teachers for demonstration of modeling, developing norms and common language among teachers and students in the implementation best practices taught during professional learning.
- The school administration, grade leaders and teacher teams will systematically analyze key elements of teacher feedback, including classroom practice, assessment data and student work for all students they share or on whom they are focused, resulting in shared improvements in teacher practice and mastery of school expectations.

- The Danielson Framework, Advance PL modules and the Professional Learning committee will collaborate and implement sessions for teachers. Common Planning as well as Monday/Tuesday Professional Learning/Work time will be utilized for all teachers and paraprofessionals. Scheduling for inter-visitations, out of school PD, and at least two common preps to allow for common planning, professional development, department meetings and other structures to foster teacher collaboration around best practices in professional learning as it relates to growing and developing professionally 4E.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
24. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, there will be a 50% increase in teachers participating in professional learning menus as evidenced by MOTP increase of 5% in effective ratings for growing and developing professionally 4E.

Part 6b. Complete in **February 2015.**

25.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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26. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the 93.17% rate of attendance for the 2013-2014 academic year, families and the community need additional resources and supports to enrich more positive approaches to increasing attendance for all students.

Our school did not receive a Quality Review (QR) in 2013-14. However, information from the ATS 2013-2014 overall attendance rates indicate lower than 93.17 attendance rates in PK (87.23%), K (90.35%), Grade 1 (92.51%) and SWD (90.79%).

Informed by Capacity Framework Element – Based on current strengths of our welcoming school environment for all students, rigorous instructional program and current data, there is a need to enhance monitoring and reward systems for attendance through high expectations. This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, student attendance rates will increase by 1% as measured by ATS/PAR/EOY reports.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust			
Instructional Actions/Strategies/Activities <ul style="list-style-type: none"> • Connect attendance to PBIS rewards and expectations to 	All students	September 2014- June 2015	Principal, APs, attendance team/teacher

<p>teach students the importance of daily attendance.</p> <ul style="list-style-type: none"> • Special Assemblies with recognition for students with 100% attendance. • Teachers will ensure that teaching and learning is sufficiently rigorous and engaging, hence, ensuring active engagement for student self-monitoring of attendance. • Teachers, administrators, and the attendance teacher will meet as an attendance team to review 407s and address chronic lateness and/or absences. • The school messenger will give students a wake-up call every morning. • Perfect attendance awards will be celebrated on a monthly basis. • The pupil accounting secretary will ensure all vaccinations are up to date, so students are not excluded from school. 			
<p>Professional Learning</p> <ul style="list-style-type: none"> • Teacher professional learning for best practices in record keeping, attendance procedures, lateness. • Skedula training. 	All teachers	September 2014- June 2015	Principal, Professional Learning Committee
<p>Parent Involvement and Engagement</p> <ul style="list-style-type: none"> • The Parent Coordinator will do outreach to families of students whose attendance is poor. 	Parents, Guidance Counselor, School Psychologist, Parent coordinator	September 2014-June 2015	Principal, APs, Attendance Teacher.
<ul style="list-style-type: none"> • With the use of school messenger, all parents will be kept abreast of daily lateness and attendance for all students. The monthly calendar will highlight perfect attendance. The Parent coordinator and PTA President will promote and assist with outreach and participation of all families. • The School Messenger Program will make a “wake up call” from the Principal every day. 	All students and families	September 2014-	PC and Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Use of teacher teams, professional learning committee, peers, network instructional coaches and Highly Effective Teachers for demonstration best practices around raising the level of attendance.
- The school administration, grade leaders and teacher teams will systematically analyze data for all students they share or on whom they are focused, resulting in shared improvements in teacher practice around systems to monitor daily attendance. School aides, attendance teacher, school administration and attendance team members will adjust approaches to adjust and revisit procedures to build capacity and consistency in student

attendance.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 32. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, student attendance rates will increase by .5% as measured by ATS data.

Part 6b. Complete in **February 2015.**

33.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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34. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	K-5 K-3 1-4 K-1 1-5 K-8 3-8 2-6 ELLs, Grade 2, 3 & 4 and all SWDs	Great Leaps Fluency Intervention Program All Star Phonics Pearson Editing Series Wilson Interactive Writing National Geographic Non-Fiction Libraries NYSESLAT Continental Press Test Prep Curriculum Associates ELA Ready CCLS Vocabulary Builder Achieve 3000	Whole and Small Group Tutoring 1:1	During & after school
Mathematics	K-8 1-3 K, 6-8 3-8	GO Math On-line Differentiation Program Finish Line Extension Study Island Curriculum Associates Math Ready CCLS	Whole and Small Group Tutoring 1:1	During & after school
Science	2-8 6-8	Content Area Reading Program Continental Press Laboratory Activities through Urban Advantage Grant	Whole and Small Group Tutoring 1:1	During & after school

	5-8	Uptown Education		
	K-5	Discovery Online series		
Social Studies	3-7	Non-Fiction Content Trade books RTI series	Whole and Small Group Tutoring 1:1	During & after school
	K-5	World Book Online Series		
	K-2	Learning Centers		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated and at-risk in grades PK-8.	Counseling, mandated support, high school application preparation and administration, crisis intervention, SBST support, at risk family intervention, health and nutrition counseling, asthma training, CPR, AED, and first aid training.	Whole and Small Group Tutoring 1:1	During school

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
<p>Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds valid NYS certification in that license area. The BEDS survey is reviewed periodically by the principal and the Human Resources director who works with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.</p> <p style="margin-left: 40px;">Strategies and activities used to attract highly qualified teachers to our school include:</p> <ul style="list-style-type: none"> ✓ Frequent communication with our Network Human Resources Director when vacancies occur. ✓ The Network Human Resources Director partners with Central for assistance and guidance and for candidate referrals. The Central Office of Talent and Recruitment partners with colleges to locate highly qualified candidates ✓ The school engages in interviews with HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool. ✓ The school establishes a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and a review of New York State certification/licensing. ✓ The school maintains a professional library to promote promising and effective practices. ✓ The school provides teachers with curriculum maps, instructional resources and professional learning opportunities designed to ensure high quality instruction.

2b. 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).
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Our school developed a comprehensive professional development plan that addresses CCLS, Danielson our instructional focus and school-wide goals. Professional development opportunities are also differentiated based on the needs of groups of teachers and individual teachers.

Our high quality professional development will include but not be limited to the following:

- Teachers will participate in professional development opportunities conducted by the network team, Talent Coach, content coaches, instructional lead teachers and Assistant Principals in the content areas of ELA, Math, Science and Social Studies and how Danielson can support teaching practices in content areas.
- The Principal, APs, coaches and instructional lead teachers will attend workshops provided by the Network relating to CCLS and Danielson. They will turnkey the information and deliver workshops or Lunch and Learns to teachers and paraprofessionals in the use of DOK, Essential questions, ongoing assessment practices to increase best practices to increase academic rigor in literacy, math, science and social studies aligned with CCLS.
- Implementation of the new Core Curriculum (Core Knowledge K-2) & Exp. Learning 3-8 in ELA and Go Math (K-5) and CMP3 (MS grades) for Math will be supported through high quality professional development for teachers and paraprofessionals delivered by the principal, APs, instructional leads network team members or the outside educational consultant.

Teacher teams will be trained in how to use data effectively to develop flexible grouping, track student performance trends and elevate programs and strategies in order to monitor and revise their practices.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

As a neighborhood school we will enroll students from zoned neighborhoods. We will form a PreK-to-K Transition Team including the Principal, AP Early Childhood, School Counselor, the Parent Coordinator, and parents who will work collaboratively to assist preschool children as they transition from early childhood programs to the elementary school program. The team will meet monthly to track student data trends and evaluate overall readiness. Eligible students will be provided with early intervention services to address academic and social/emotional needs. During the year, PreK teacher teams and Kindergarten teacher teams will evaluate curriculum for vertical and horizontal alignment through the lens of the Common Core Learning Standards to ensure a seamless transition from PreK to kindergarten. To ensure seamless transitions, the expectation is that our PreK and Kindergarten teachers will engage in Lunch and Learns regarding CCLS for Early Childhood grades. Our school embraces a Parents-As-Partners model through professional development opportunities and parent engagement activities that increase parent involvement, build parent effectiveness, deepen their understanding of CCLS while elevating high expectations for student learning.

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Our school continuously monitors programs, actions and strategies to ensure that they meet the intent and purpose of the federal and state program guidelines included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by the principal, assistant principals, highly effective teachers and grade leaders in the areas of Danielson 1E, 3B, 3C, & 3D as well as best practices.
- Teacher teams engaging in collaborative inquiry by tracking data trends and looking at student work to improve teaching practices in all content areas.
- Textbook and instructional materials purchased for all content areas.
- Afterschool programs in LA, Mathematics & ESL.

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

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 (CEP) 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	335,531	X	All five goals contain reference to activities and programs that utilize Title I.
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	164,261	X	
Title III, Part A	Federal	11,200	X	
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	3,739,833	X	All five goals contain references to activities and programs that utilize FSF.

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.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain the Parent Coordinator Ms. Kim Johnson, to serve as a liaison between the school and families. She will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- Conduct parent workshops with topics that may include: common core standards and curriculum, parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- Host the required Annual Title I Parent Event on December 19th to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

SCHOOL-PARENT COMPACT

PS/MS 138Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Teacher Association
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: PS/MS 138Q	DBN: 29Q138
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 34
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

Describe the direct instruction supplemental program here and include the

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

Begin description here: The ESL Academy at PS/MS 138Q will run from January to May and will service 34 ESL students and ELL-SWDs in grades K-8. The program will meet on Wednesday and Thursday afternoons from 2:30-4:00pm. A review of NYSESLAT, ELA, running records and writing on demand data shows that our ELLs are struggling in reading comprehension and vocabulary acquisition. Therefore, Wednesdays will focus on reading and writing skills and Thursdays will focus on strengthening vocabulary and reading skills. On both days, the students will practice and apply reading strategies with a specific focus on comprehension skills and strategies, vocabulary instruction designed for specific application to content area reading, building academic language, writing, fluency and decoding phonics. The ESL teacher and content area teachers will rotate groups so that all students receive language development from an appropriately certified ESL teacher each time the program meets. Our hopes are that these students will increase by one proficiency level on the NYS exams and that they will also increase one proficiency level on the NYSESLAT.

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

Part C: Professional Development

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

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

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

Part C: Professional Development

place during Collaborative Mondays once a month from November to February.

It will include the following:

*Scaffolding for ELL instruction

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

*Using ELA, NYSESLAT, running records and writing on demand data to make informed decisions for ELLs

*Vocabulary strategies for building content area language

*Foldables for spelling, vocabulary and test prep

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

Part D: Parental Engagement Activities

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

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

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

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

PTA meetings held on the last Thursday of every month

Breakfast with Santa

Part D: Parental Engagement Activities

Breakfast with the principal

ARIS parent workshop

Curriculum night

Halloween Carnival

Common Core Parent Workshop series

Parents as Partners week (once a month)

School Leadership Team

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 29	Borough Queens	School Number 138
School Name The Sunrise School		

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

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	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	1	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	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)	795	Total number of ELLs	30	ELLs as share of total student population (%)	3.77%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	2	2	2	2	0	2	2	2	2					16
Push-In						1								1
Total	2	2	2	2	0	3	2	2	2	0	0	0	0	17

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	21	0	1	7	0	3	2	0	2	30

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	21	0	1	7	0	3	2	0	2	30
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
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	1	0	1	0	0	0	3	1	0					6
Chinese	2	1	0	0	0	0	0	0	0					3
Russian														0
Bengali														0
Urdu														0
Arabic	0	2	1	2	0	1	2	1	0					9
Haitian	3	1	2	0	0	0	1	2	3					12
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	6	4	4	2	0	1	6	4	3	0	0	0	0	30

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	1	1	1	0	1	0	2	0					8
Intermediate(I)	4	1	2	1	0	0	0	1	1					10
Advanced (A)	0	2	1	0	0	0	6	1	2					12
Total	6	4	4	2	0	1	6	4	3	0	0	0	0	30

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	6	0	3	0	0	0	9
8	0	0	0	0	0	0	0	0	0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 Our school uses the TC assessment to assess the early literacy skills of our ELLs. Our new literacy series, Core Knowledge, has an assessment component as well. We also analyze the reading and writing sections of the LAB-R and the NYSESLAT to gather insights. The data shows that our students have deficits in both reading and writing skills; the latter being the weakest especially with our

Arabic speaking students and students with disabilities. Knowledge of the specific strengths and weaknesses help teachers drive instruction and added support where needed. In addition, programs, such as Achieve 3000, have been implemented to help narrow the gaps. Our schoolwide instructional focus is also on vocabulary used to strengthen student writing. Therefore there is an expectation that all students' writing will reflect an increase in the use of academic vocabulary.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns reveal that our ELLs do better in Math and Science than in ELA. Based on the modality breakdown of the NYSESLAT, our ELLs are more proficient in Listening and Speaking than in Reading and Writing in all grades. Our ELLs in K-Grade 3 are lower functioning than our Grade 4-8 ELLs. Our Arabic students, who need to learn a new alphabet, have a great deal of difficulty in ELA.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

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

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

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

- b. not applicable
 - c. not applicable
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

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

6. How do you make sure that a child's second language development is considered in instructional decisions?
Since our ELLs are on various levels of second language development, planning for instruction is based on their individual needs. Our teachers give our ELLs work that is developmentally appropriate. Scaffolds are provided to our ELLs so that they have equal access to the Common Core Curriculum.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Not applicable

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Upon admittance, parents of ELLs are given a Home Language Identification Survey in their choice of language to complete. An informal interview is conducted by a qualified pedagogue (certified ESL Teacher or Administrator) in order to determine the language spoken at home. If necessary, a qualified staff member is called upon to translate and assist in this process. If no such translator is available in the school, the Translation Unit is contacted for assistance. Within ten days of admittance, the ESL teacher, Karen Pinsky, evaluates all HLISs to determine if a language other than English is spoken at home. If it is determined that the new admit speaks another language at home, the ESL teacher, who is fully certified in ESL and Bilingual Spanish, administers the LAB-R and the Spanish LAB, if necessary. The original HLIS is then stored in the child's cumulative record folder and the ESL teacher keeps a copy in a file in room 203. Students who score below proficiency level on the LAB-R are placed in the school's ESL Program and their parents are invited to attend a Parent Orientation Workshop within 10 days of enrollment for first time entrants to the NYC school system, during which they are informed about the three different programs for ELLs.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Within the first ten days of enrollment, parents of newly enrolled ELLs are sent an entitlement letter, parent survey, and selection form in English and their native language. The letter invites parents to attend a Parent Orientation Workshop to learn about the three program choices available to their child.

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

If parents are not available to attend the workshops, alternate dates and times are offered. Working parents are encouraged to attend during Back-to-School Night or Parent Teacher Conference Nights. Workshops are offered periodically (approximately every other month) throughout the year so that parents of new admits may attend.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The ESL teacher distributes entitlement letters and Parent Surveys/Program Selection Forms the first day of ESL class. If parents of newly enrolled ELLs do not attend a scheduled workshop to explain the three program choices, an alternate date and time is offered. Telephone conferences are scheduled if a parent is unable to attend any of the offered workshop dates.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Based on the results of the NYSESLAT, parents of ELLs who continue to be eligible for ESL are sent entitlement letters in English and their native language. These students are placed in the school's ESL Program. Newly enrolled ELLs are placed in the ESL Program within the first ten days of enrollment, based on their LAB-R score. Parents who select programs which do not exist at PS/MS 138 due to an insufficient number of students, are referred to the Parent Coordinator to assist in contacting the placement office. Translators are called upon for assistance when necessary.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
In the Spring the ESL teacher administers all four components of the NYSESLAT to all ELLs. The R-LAT report guides the administration of the NYSESLAT.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
Based on the completed Parent Selection Forms, there is a trend to choose a Freestanding ESL Program over Bilingual or Dual Language Programs. All 30 ELLs are enrolled in the Freestanding ESL Program.

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

A fully licensed ESL teacher instructs the ELLs through a mostly pull-out program in 3 groups. She also pushes in to one fifth grade class twice a week to provide extra support to a low performing student. ELLs are grouped according to proficiency and grade levels.

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

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

The test coordinator and ESL teacher ensure that all ELLs in grades 3-8 receive content area standardized tests in their native

language, if available. In addition, all ELLs are provided translated glossaries and word for word dictionaries.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Formal and informal evaluations are used often throughout the year to assess progress in all four modalities of the language.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

Courses Taught in Languages Other than English

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

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

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

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

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

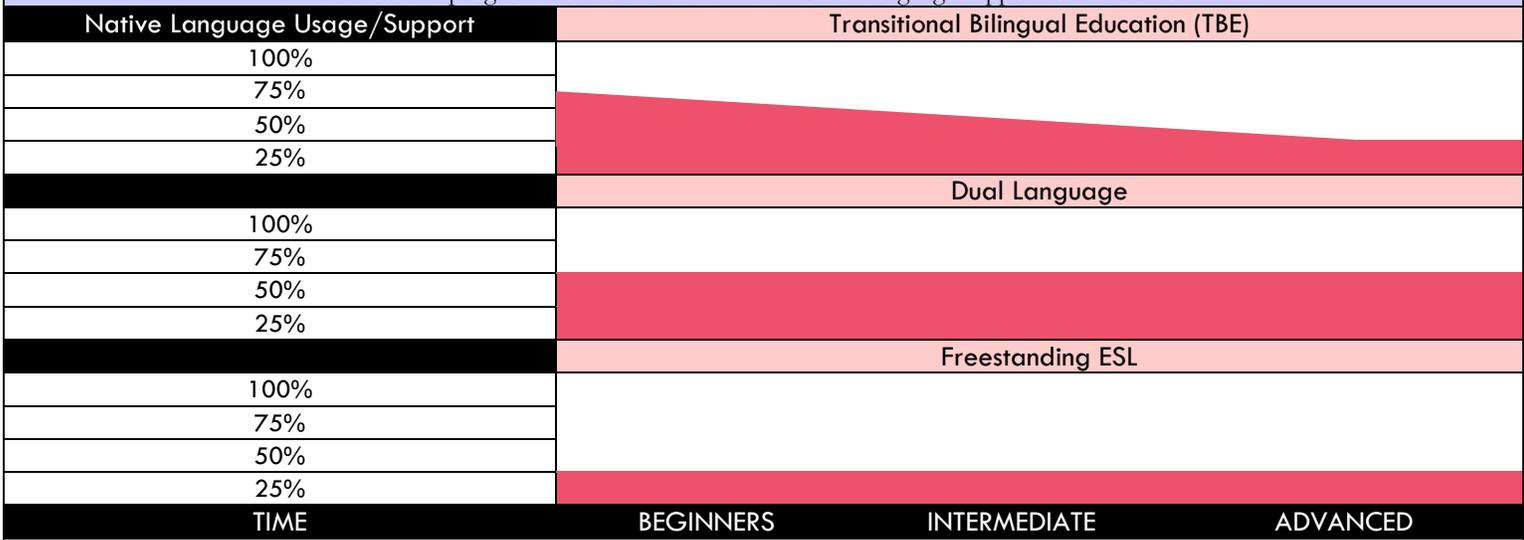
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

Not applicable

C. Professional Development and Support for School Staff

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

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

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

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

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

D. Parental Involvement

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

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
James Mc Enaney	Principal		12/2/13
Randi Posner-Marino	Assistant Principal		12/2/13
Kim Johnson	Parent Coordinator		12/2/13
Karen Pinsky	ESL Teacher		12/2/13
N/A	Parent		12/2/13
Norma Tineo, Grade 1	Teacher/Subject Area		12/2/13
Mona Narcisse	Teacher/Subject Area		12/2/13
N/A	Coach		12/2/13
N/A	Coach		12/2/13
Marc Guenoun	Guidance Counselor		12/2/13
N/A	Network Leader		12/2/13
	Other _____		12/2/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q138 School Name: PS/MS 138

Cluster: 2 Network: 208

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

Part A: Needs Assessment Findings

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

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

Part B: Strategies and Activities

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

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

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

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

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

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