



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

08X138

School Name:

SAMUEL RANDALL SCHOOL

Principal:

LORRAINE CARROLL DAWKINS

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Samuel Randall School School Number (DBN): 08x138
School Level: Elementary School Grades Served: Pre K- 5
School Address: 2060 Lafayette Avenue Bronx, NY 10473
Phone Number: 718-822-5325 Fax: 7182393114
School Contact Person: Paulette Owens Email Address: Powens3@schools.nyc.gov
Principal: Lorraine Carroll Dawkins
UFT Chapter Leader: Deborah Martinez Teran
Parents' Association President: Kimoshay Hagigal
School Leadership Team
Chairperson: Paulette Owens
Student Representative(s): _____

District Information

District: 08 Superintendent: Karen Ames
Superintendent's Office Address: Zerega avenue Bronx, NY 10473
Superintendent's Email Address: Karen Ames@schools.nyc.gov
Phone Number: 71882286053 Fax: _____

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Deborah Maldonado
Network Number: 551 Network Leader: Marge Struk

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 School Comprehensive Educational Plan (SCEP) 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)
Lorraine Carroll Dawkins	*Principal or Designee	
Deborah Martinez Teran	*UFT Chapter Leader or Designee	
Kimoshay Hagigal	*PA/PTA President or Designated Co-President	
Carol Bracero	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Paulette Owens	Member/ Chairperson / Teacher	
Diane Munro Morris	Member/ Co-Chairperson/ teacher	
Ashley Weinrauch	Member/ Teacher	
Latrell McFarland	Member/Parent	
Flavellar Harris	Member/Parent	
Jesus Valdes	Member/ Parent	
Daciro Garcia	Member/Parent	
Leda Godwin	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

The School 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** 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 4:** 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 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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: SCEP 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 DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

The school has established a very supportive school culture that is positively impacting student's academic and personal development, as evidenced by the reduction in incidents of misconduct, improved attendance and ongoing improvement in student's performance on the unit assessments.

The school mission statement states:

The P.S. 138 school building is a safe, clean and nurturing environment into which all students including ELL (English Language Learners) and SWD (Students With Disabilities) are welcomed and encouraged to attend punctually and regularly.

Educators, parents and students are provided with clear focused guideposts to ensure every student reaches his/her educational goals. The School Leadership Team, which is a collaboration of administration, parents and staff members, works together to implement policy as well as programs.

In addition to reaching high standards in all areas, it is our goal to prepare our students with the knowledge and skills they will need to succeed in college and work. This philosophy will assist our students as they begin to participate in our global economy and society.

Presently, we have established a relationship with the Kips Bay Boys and Girl Club. They are a community based organization that provides afterschool program for students in the community. We also work with other city organization such as Green Thumb to beautify the grounds.

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

PS 138 faces many challenges. Even though our ELA and Math score has increased there is still room for improvement. At the present time we have 23% of our students at level 3 or 4 in ELA, 21% of the students at level 3 or 4 in Math.

PS 138 has a large transient population due to housing and family issues. Therefore we have foster children who tend to change schools often. So our students have not received the basic foundation in our early childhood program. Hence there is a severe deficit with the students who come in from other parts of the NYC and different states and countries.

During the school year 2013-2014, PS 138 made growth in tenet 3 and we will focus on tenet 4.

08X138 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	807	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	83.4%	% Attendance Rate		89.3%
% Free Lunch	86.5%	% Reduced Lunch		3.3%
% Limited English Proficient	3.9%	% Students with Disabilities		18.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		26.4%
% Hispanic or Latino	70.0%	% Asian or Native Hawaiian/Pacific Islander		1.7%
% White	1.0%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	16.63	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		16.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		8.62
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	23.0%	Mathematics Performance at levels 3 & 4		21.0%
Science Performance at levels 3 & 4 (4th Grade)	85.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

08X138 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	807	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	83.4%	% Attendance Rate		89.3%
% Free Lunch	86.5%	% Reduced Lunch		3.3%
% Limited English Proficient	3.9%	% Students with Disabilities		18.4%
Racial/Ethnic Origin (2013-14)				
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Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	16.63	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		16.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		8.62
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	23.0%	Mathematics Performance at levels 3 & 4		21.0%
Science Performance at levels 3 & 4 (4th Grade)	85.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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Types and Number of Special Classes (2014-15)					
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# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
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Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

In order for the school's strategy and practices to align with the concepts in the Highly effective column of Tenet 3 the school needs to provide pedagogical professional development through inter visitations using the Danielson Framework for teaching and the inquiry process to allow sharing of materials and effective scaffold for teachers to implement curricula aligned to CCLS, incorporate the instructional shifts, and plan for delivery and instruction to diverse learners

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2015, all teachers will have collaborated at least once a week to improve instruction in the core curriculum aligned with CCLS for all students and identified subgroups by reviewing student's work for strengths and weaknesses as documented by looking at student work protocols which should result in 10% decrease of level ones.

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>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Professional Development for teacher <ul style="list-style-type: none"> Engage NY Math Modules Vocabulary Study Guided Reading Work Sampling Core Knowledge Higher Order Thinking Questioning 	teachers	September 14- June 15	Administration and coaches
Team meetings where teachers will look at student work and devise lesson plans to help students	teachers	September 14- June 15	Administration and teachers
Students will participate in different technology and researched based programs that give data for teachers to collect on a regular basis <ul style="list-style-type: none"> RAZKids (Lower grades, ELL's and SWD) Achieve 3000(SWD'S and ELLS) Reading Reform- (early childhood) Foundations-(lower SWD) Creative Imaging – (ELL's students) Guided Reading (all students) Engage NY Math and Envision (all students) Ready Gen (grades 3-5) Literacy By Design k-2 	teachers	September 14- June 15	teacher
Teacher will conduct Interclass visitations using the Danielson Framework	Teachers	September 14- June 2015	Coaches and Administration

Part 4 – Resources Needed

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

Data from assessments, RAZKids, Achieve 3000, Reading Reform, Foundations, Creative Imaging, Engage NY Math, Envision Math. Professional development will be offered during the school day, during professional development Mondays and Conference days. Substitutes will be hired to cover classes for professional development during school day

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 I 1003(a)		Title IIA	x	Title III	x	P/F Set-aside	x	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.

Mid Point monitoring will be given in February for ELA through MOSL and RALLY Exams and February and March for Math MOSL and Rally Exams

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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

• Our school received an effective in this area according to the Alternative Quality Review dated March 2014. The school uses resources to support effective practice, lesson planning and delivery of instruction so that the quality of support is reflected in student work. In order for the school’s strategy and practices to align with the concepts in the Highly Effective in tenet 5 the school should; [5.2] build upon the ongoing progress meeting with parents to ensure a systematic process for student to be referred for support so student’s academic and social emotional development is known.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school leader and staff will have collaborated with school community stakeholders to ensure programs are provided that support all students’ interests resulting in improved student academic development by an increase of level 3 and 4 by 10%.

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: <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). Strategies to increase parent involvement and engagement 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>
Society for Educational Arts will provide multicultural art program for SWD and ELL's	SWD's And ELL's	January 15- May 15	Administration
Society for Educational Arts will provide bilingual performances for all students	All students	February and May	Administration
LEAP will provide science through the arts	4 th grade	January 2015- June 2015	Administration
Workshops, Mini and Assemblies on Bullying, Self respect, How to respect others	All students parents	September 14 –June 15	Dean, Teachers and Parent Coordinator,

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Workshops and assemblies for student and parent during school days and after school. Various agencies will be utilized for assemblies

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		Title I Basic	x	Title I 1003(a)	x	Title IIA	x	Title III	x	P/F Set-aside	x	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:				
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.				
Mid Point monitoring will be given in February for ELA through MOSL and RALLY Exam and February and March for Math MOSL and Rally Exam				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	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 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
 - Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.
- In the area of developing data driven culture based on students' needs, assessments and analysis, our school was rated effective according to alternative Quality Review dated March 2014. [4.2] Provide continued support towards the inquiry process focused on time bound instructional interventions using student learning styles and other social processes of learning to enhance and monitor subgroup achievement. School leaders and staff are constantly reviewing data from students based on weekly test, exit slips and writing assignments.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will review and analyze data from student's assessments to improve instruction as evidence by improvement in student achievement for identified subgroups students by 5%.

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</i>
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			<i>activity/strategy?</i>
Teacher Team meetings will occur once per week and they will focus on analyzing student work samples using the inquiry cycles to modify and deliver explicit instruction to serve the needs of our population.	Teacher	September-14 – June 15	Teacher
Students will participate in different technology and researched based programs that give data for teachers to collect on a regular basis <ul style="list-style-type: none"> • RAZKids (Lower grades, ELL's and SWD) • Achieve 3000(SWD'S and ELLS) • Reading Reform- (early childhood) • Foundations-(lower SWD) • Creative Imaging – (ELL's students) • Guided Reading (all students) • Engage NY Math and Envision (all students) • Ready Gen (grades 3-5) • Literacy By Design k-2 • Smartboard Instruction 	Teacher	September 14- June 15	Coaches and Administration
Professional Development <ul style="list-style-type: none"> • Data Driven Instruction • Inquiry Cycle Process • Achieve 3000 • Creative Imaging • Engage NY Math • Ready Gen 	Teachers	September 14- June 15	Coaches and Administration

Part 4 – Resources Needed

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

RAZKids, Achieve 3000, Reading Reform, Foundations, Creative Imaging, Engage NY Math , Envision Math. Professional development will be offered during the school day, during professional development Mondays and Conference days

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 I 1003(a)	x	Title IIA	x	Title III	x	P/F Set-aside		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:

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

Mid Point monitoring will be given in February for ELA through MOSL and RALLY Exam and February and March for Math MOSL and Rally Exam

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	D
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Our school received an effective and developing in this area according the alternative Quality Review dated March 2014. This form of evaluation was new to the Department of Education during the 2013-2014 school year. Teachers and administration are constantly participating in workshops to become more familiar with all components of Danielson framework. Ensuring a data driven system through professional learning community to monitor student progress to inform the impact of the schools on going work with the seven traits rubric of the MOSL.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will be provided with professional development that will support the 8 components of Danielson Framework that will be utilized to determine teacher effectiveness which will result in a decrease in level ones by 10%.

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: 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	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>
Professional Development on Danielson Framework Component Studies will be conducted based on needs identified through observations	Teachers	September 14-June 15	Administration and Coaches
Feedback conferencing sessions will occur on a regular basis to assist teachers in improving their practice.	Teachers	September 14 – May15	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Substitute teachers will be utilized to cover classes

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 I 1003(a)	x	Title IIA	x	Title III	x	P/F Set-aside		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: 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.				
Mid Point monitoring will be given in February for ELA through MOSL and RALLY Exam and February and March for Math MOSL and Rally Exam. Monitoring will also be based on the improved MOTP ratings of teachers through February 2015.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	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 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

In this area our school rated effective. In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 6 the school should: [6.5] Build a structure for teachers to share the results of individual students from the inquiry process to sustain on going student progress conversations and the differentiation strategies used in the classroom amongst school staff and families to ensure proper adjustments of school initiatives.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the administration and staff will collaborate with families and community agencies to increase academic support for students through parental involvement and engagement by 10% increase in attendance as indicated by attendance sheets from parental activities.

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) Who will be	Timeline What is the start and	Key Personnel Who is responsible for implementing

3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
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			
Parents and students will be invited to the Society of Educational Arts performances and will work on activities related to the performances.	ELL's Parents and students	Dec 14, Feb 15 and May 15	Art Liaison and classroom teachers
Parent teacher conferences and contact will be done on an ongoing basis to review student work and progress and strategies to assist their children in areas of deficit.	All Students	September 14-June 15	Teachers and Administration
The Learn It Program will provide trips for parents and students to enhance cross curriculum activities to engage student in academic development.	ELL and SWD students and their parents	Jan 2015 – June 2015	Art teacher, parent coordinator and administration

Part 4 – Resources Needed

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

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 I 1003(a)	x	Title IIA	x	Title III	x	P/F Set-aside	x	Grants
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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:

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.

Mid Point monitoring will be given in February for ELA through MOSL and RALLY Exam and February and March for Math MOSL and Rally Exam, with a focus on the targeted students and based on participation of parents at the events held through February 2015.

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

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



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)	Holdovers Strugglers in Reading and Comprehension, Level 1 on ELA Exam 2014	Reading Reform Saturday Institute RTI Group	Small group	School Day, afterschool
Mathematics	Holdovers Strugglers in mathematical computations, Level 1 in Math Exam 2014	Saturday Institute RTI Group	Small group	After school
Science	Performance on class assessments	Differentiated Instruction	Small Group instruction, one on one support	During the school day
Social Studies	Performance on class assessments	Differentiated Instruction	Small Group instruction, one on one support	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Inappropriate behaviors in class	At risk counseling	One to one	During the school day

Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. 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.

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

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).

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

Presently PS 138 has a Pre Kindergarten program which is located inside the school building. All parents are invited to workshops for the early childhood population.

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.

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	158,000	X	Pages 9-20
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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 9: 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 SCEP 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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Samuel Randall 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 the school and the families. The 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 the school community. **The Samuel Randall 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 the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The 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 the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the

school's Title I program. This information will be maintained by the school.

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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<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: Samuel Randall	DBN: 08X138
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 21
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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: Increasingly, students are expected to have content area knowledge. Science terms increasingly appear on our NYSESLAT tests. Further, in the aims of making students college-and career-ready, students need strong working concepts of technical and health sciences as well as the strong working vocabulary and literacy skills to apply for opportunities in these growing fields.

Our Direct Instruction Before-school program serves beginner and intermediate ELLs with small group instruction, giving those targeted students extra literacy practice. The three beginner 3rd grade ELLs and three intermediate 5th grade ELLs began meeting November 10th between 8 a.m. and 8:20 a.m. daily. Ms. Rymer, the ESL teacher/Coordinator, runs this group in her classroom. Students met before school on each school day with the exception of December 5th. Beginning December 15th, the before-school program will be expanded to include two beginner-level fourth-graders. During this time, students are reinforcing reading skills by using listening centers, reading with the teacher, practicing sight words and practicing reading and listening comprehension skills. Students will continue this throughout the year. This represents 51 teaching hours.

For the before-school program, the language of instruction is English, though students are getting some native language support as we encounter cognates. It is taught by Ms. Rymer in her classroom. The types of materials used for this program are instructional level guided reading texts, books on tape, books on computer, digraphs chart, writing journals and sight words flash cards.

Our Title III after-school program will focus on English in the content areas, particularly within the fields of technical and health sciences. Subgroups to be served are Beginner and Intermediate level English Language Learners as well as long-term ELLs in grades 3 through 5. The students will be split into two groups and will rotate teachers after one hour. The first group will include beginner and intermediate students at a lower reading level (E and below). In that group will be five third-graders and four fourth-graders. The second group will be students at a higher reading level (F and above). In that group will be two third-graders, five fourth-graders and five fifth-graders.

The content area teacher will be conducting balanced literacy reading and writing instruction within the content area of technical and natural sciences. Students will also engage in project-based learning with this teacher, conducting experiments and recording observations. This teacher will begin with the first group for the first hour, then will switch to the second group for the second hour.

The ESL teacher will be overseeing the students' use of the Imagine Learning software which reinforces reading comprehension, phonemic awareness, and vocabulary development while conducting guided

Part B: Direct Instruction Supplemental Program Information

reading literature circles with students, using content-area books at their instructional levels. This teacher will begin with the second group for the first hour then will switch to the first group for the second hour.

Students attended a side-by-side learning science excursion in which they and their parents were invited to Modern Pinball on December 8th. The PINBALL PHYSICS trip was directly related to the reading that students have been doing in the before-school program with Ms. Rymer. Students were able to reinforce important academic vocabulary with hands-on learning. Target vocabulary included magnetic, electromagnet, attract, repel, and gravity. Target concepts included what forces can act upon objects, title, theme, how electromagnets work, how circuits carry electricity, how switches effect electrical current.

Students and families will also be taking a trip on December 19th to the Bellyache Opera between 10:30 and 11:30 a.m. at Hostos Center for the Arts & Culture. Forty-seven students are invited to attend (ELLs and Former ELLs, including the 7 students (and parents of those students) served by the before-school program. This play will be Performed in English and Spanish simultaneously, providing students the opportunity to listen for cognates. This trip is directly tied to the cognates instruction of the before-school program.

Students will be taking a trip on January 8th which will directly relate to direct instruction by providing students with vocabulary to describe parts of a plant, to understand the process of transpiration, and to understand and relate to how plants change seasonally. This relates to direct instruction because it will provide students the opportunity to use new vocabulary in an authentic learning experience. The target vocabulary includes evergreen, conifer, deciduous, roots, bark, leaves, spines, needles, seasons, pinecone and seeds.

For the after-school program, Students will meet with two teachers (Ms. Rymer, ESL Teacher/Coordinator and a yet-to-be-hired content area teacher) between 2:40 and 4:40 on the following Wednesdays and Thursdays: January 7th, 8th, 14th, 15th, 21st, 22nd, 28th and 29th; February 4th, 5th, 11th, 12th, 25th and 26th; March 4th, 5th, 11th, 12th, 18th, 25th, and 26th; April 1st, 2nd, 15th, 16th, 22nd, 23rd, 29th, 30th; May 6th, 7th, and 14th. This represents 128 hours of instructional time.

For the after-school program, the language of instruction will be English with native language supports as possible. (Imagine Learning can provide language supports in Spanish, but not yet in Bengali. Still, we do have dual-language books in English and Bengali.)

For the morning program, there is one teacher: Ms. Rymer, the certified ESL teacher. For the after-school program, there will be two teachers, one a certified ESL teacher (Ms. Rymer) and one a content-area teacher with a common-branch license.

Materials for the after-school program include the software program Imagine Learning which incorporates phonics, language and reading instruction in the content areas, headsets, guided reading materials predominantly in the content areas with an emphasis on technical science and health science, language practice materials (bilingual where appropriate) and writing materials.

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: Our baseline NYSESLAT data shows that students need work on acquiring and recalling academic vocabulary across the board. Further, we have greater numbers of newcomer ELLs than ever before. To support our growing number of ELLs who have an even greater diversity of languages than ever before, we have planned professional Development to cover how to use Imagine Learning, Differentiation for Newcomer ELLs, Strategies for helping Content and Academic Vocabulary Stick for ELLs, and What the NYSESLAT practice test tells us about skills to target before the actual NYSESLAT test.

The first professional development workshop (HOW IMAGINE LEARNING WILL BENEFIT OUR ELLS) already occurred for three hours on November 13th, 8:30 a.m. to 11:30 a.m. Teachers who received training were Ms. Rymer, ESL Teacher/Coordinator; Ms. Chi, Technology Teacher; Ms. Martinez, Social Studies Teacher; and common-branch classroom teachers Ms. Perritano, Ms. Santo, Ms. Geider, Ms. Verge, Ms. M. Viera, and Ms. Williams. Topics covered included how the software can be used to scaffold instruction for ELLs, how it can be used to assess the progress of ELLs and how it supports ELLs with special learning needs. That training was conducted by Imagine Learning's Educational Support Consultant, Kai Pearson and it occurred in our Computer Lab.

Three more sessions of professional development will be held for these above-mentioned teachers plus the Content Area teacher who will be hired to provide Direct Instruction during the Thursday/Friday program. These sessions will be during our professional development times or (where that might conflict with other professional development plans) during mass preps during the days of January 12th, January 26th and February 9th. Each of these will be at 11:00 to 11:45 for one period and will cover the following three topics suggested by teachers of ELLs. The January 12th workshop is titled STRATEGIES FOR DIFFERENTIATING FOR NEWCOMER ELLS. The January 26th workshop will be titled STRATEGIES FOR HELPING ACADEMIC VOCABULARY STICK. The third professional development on February 9th will be titled WHAT DATA TELLS US TO TARGET FOR NYSESLAT AND ELA SUCCESS. All three of these Professional Development offerings will be conducted by Debra Rymer, the ESL Teacher/Coordinator in consultation with Ms. McWhales, Assistant Principal.

Concurrently, on the first Tuesday of every month during the Title III program, for two 45-minute paid prep period periods, the Title III plan teachers will meet for Professional Development and Planning. These Tuesdays will be January 6th, February 3rd, March 3rd, April 14th, and May 5th. Ms. Rymer, the ESL Teacher/Coordinator will lead these meetings. The title of this Professional Development series is APPLYING ESL STRATEGIES TO CONTENT AREA LEARNING. The time of the meeting is not yet known as the other teacher for the program has not yet been hired. The time is tentatively set for 11:20 until the second Direct Instruction provider is hired and her prep period is known. During these five meetings, the ESL teacher will outline a strategy for helping students understand and utilize content area instruction and the team will then plan how to apply that strategy.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: We see opportunities to partner with parents in helping our ELLs gain enriching experiences and to better enjoy and talk about their learning opportunities. We wanted parents to have the opportunities to understand how the school's new software purchase (Imagine Learning) works, to have the opportunity to engage in side-by-side learning with us during three science enrichment excursions, to learn the specific science and academic vocabulary that we want students to practice both at school and at home, and to prepare for helping their children continue to learn and to read during the summer months.

The first Parental Engagement Activity happened during November 13th from 1-3 p.m., and again from 5-7 p.m. in our school's cafeteria. The presentation, conducted by Ms. Rymer, ESL Teacher/Coordinator, was titled WORKING TOGETHER TO SUPPORT OUR ELLs. Parents got a chance to learn a bit about our plans for an after-school program, learn about the Imagine Learning Program, and to hear about our upcoming Side-By-Side Learning Science Excursions. Seventeen parents met with Ms. Rymer.

The next Parent Orientation will occur from 4-5 p.m. (or by appointment) after school on December 17th so that parents can ask questions about the after-school program and how they can better help their children succeed in school and complete homework. The activity will be titled LEARNING CONTINUES AFTER 2:40! and will be conducted by Ms. Rymer, ESL Teacher/Coordinator in conjunction with Ms. Jimenez, Parent Coordinator.

A Parent Engagement in the Arts activity will occur on December 19th from 10:30 to 11:30 a.m. as parents and their children are invited to accompany us to a performance of La Plenopera Del Empache (The Bellyache Opera) which will give us a chance to identify cognates together and to talk about how art exemplifies culture. The performance by Teatro Sea will be performed simultaneously in Spanish and English. Ms. Rymer will accompany families on the trip and will also answer questions parents may have about the upcoming after-school program for ELLs. Forty-six parents are invited on this trip (parents of ELLs and Former ELLs), including the 7 parents whose children are served by the Direct Instruction before-school program. This trip directly relates to direct instruction in the before-school program as discussed in the direct instruction portion of this document. \$140 has been budgeted for this trip out of Title III in order to pay for 14 admissions.

Two Side-by-Side Learning Science Excursions will occur all day (10 a.m. to 2 p.m.) during December 8th, January 8th and January 13th. On December 8th, ELL families will investigate the properties of electromagnets, gravity and momentum as presentations are made by the staff of Modern Pinball and Ms. Rymer, ESL Teacher/Coordinator in both English and Spanish. Students will get hands-on experience with seeing how pinball machines look while taken apart and then seeing the apparatus in action as they play pinball with their parents, using the targeted vocabulary in extension projects and later in guided reading and writing workshop during the Title III after-school program. 17 parents are invited to attend this trip. Parent costs for the trip were budgeted at \$425, (\$325 for family admissions and \$100 for pizza lunch). On January 8th, ELL families will come with Ms. Rymer to the New York Botanical Garden where

Part D: Parental Engagement Activities

parents and their students will practice vocabulary that can be applied to seasonal changes as well as to trees that do not shed their leaves in the winter. 27 parents are invited on this trip. \$225 has been budgeted for this trip, including admission to the New York Botanical Garden. Both of these trips relate directly to direct instruction as discussed in the direct instruction portion of this document (helping students understand the targeted vocabulary that will be used during guided reading and during writing workshop in the Title III after-school program).

Parents will be notified of these activities via a bi-monthly newsletter (the first going out this week). Further, parents will get information about how their students are doing in the Title III after-school program via monthly reports from the Imagine Learning software showing student gains in specific vocabulary, phonics and reading comprehension categories.

Finally, parents will be invited to attend our last After-School session (the presentation titled CELEBRATING OUR SUCCESSES) where we present learning outcomes (3:40-4:40 on May 14th) and discuss how to keep their children reading over the summer. Title III teachers (Ms. Rymer, ESL Teacher Coordinator and the content area teacher yet to be hired) will be providing this last Parent Engagement Activity. Parents unable to attend at that time will be able to make an appointment to speak with Ms. Rymer at a time that is mutually agreeable.

Part E: Budget

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

Allocation Amount: \$11200

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	_____	_____

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
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 08	Borough Bronx	School Number 138
School Name Samuel Randall		

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	846	Total number of ELLs	31	ELLs as share of total student population (%)	3.66%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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
Dual Language										0
ESL	8	2	1	23	0	0	0			31

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	8	2	1	23	0	0	0	0	0	31
Number of ELLs who have an alternate placement paraprofessional: <u>3</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													

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	1	0	1	1	1								4
Intermediate(I)		1	3	0	1	3								8
Advanced (A)		1	3	6	4	5								19
Total	0	3	6	7	6	9	0	0	0	0	0	0	0	31

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses a DRA assessment to evaluate the early literacy skills of our ELLs in addition to the LAB-R (soon to be NYSITELL). The insights provided about our ELLs from the data include the need for letter-sound correlation reinforcement and the need for further support attaining BICS for four of our beginners/newcomers. The data that we use indicates student performance gaps in reading

comprehension when comprehension questions require students to infer or draw conclusions. Also students need reinforcement with writing. This data seems to correlate with NYSESLAT scores. In particular, we are focusing on structure in writing and utilizing technology to help students revisit, review, rewrite and generally be better communicators in English.

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

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

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

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

6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers analyze data and create implications for instruction in teacher work groups during PD and planning times. The ESL teacher meets with all teachers of ELLs to dialogue with them about instruction, scaffolding, modifications and testing.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

NA as our school currently only offers Freestanding ESL

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
There are several steps followed to identify students as English Language Learners (ELLs) at PS 138. First, the Home Language Survey is administered by Ms. Santana, a bilingual pedagogue, assisted by Ms. Ochoa, a bilingual pupil accounting secretary. Then, an informal oral interview in English and in the native language is administered. Next, the texting coordinator, Ms. Deneen Davis, interprets the surveys to determine the students' eligibility for LAB-R testing. Bilingual literacy teachers Ms. Perritano and Ms. Garcia, conduct informal interviews of students in Spanish and English. Ms. Rymer, a licensed ESL teacher, then administers the LAB-R test to eligible students and assists Ms. Davis in hand scoring the tests to determine students' eligibility for ESL services. If a student is eligible for ESL services and cannot take the LAB-R in English, a Spanish LAB is administered by a Spanish speaking teacher with a Bilingual or ESL license. This is all done within 10 days of a student's admittance.
Annual evaluations for ELLs in grades 3-5 include an ELL Interim Assessment. Further, the NYSESLAT is given to all ELL students in the Spring. Before the NYSESLAT, a testing schedule, accounting for testing modifications for students with IEPs, is created by the testing coordinator, Ms. Davis, and is coordinated by the ESL teacher, Ms. Rymer. Test conditions, such as walls being covered, go into effect. Ms. Rymer, Ms. Garcia and Ms. Perritano administer the NYSESLAT. Finally, this team and Ms. Davis use the RLAT and RNMR ATS reports to determine eligibility for ESL services.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Our Parent Coordinator invites parents of newly enrolled ELLs who are eligible for ELL services to an Orientation of Parents for English Language Learners. Invitations to the Orientation are arranged by phone calls to the families of the ELL students. When a child does not score as English language proficient on the LAB-R, a "Parent Notification Letter for Newly Entitled Students" is sent home with the student. The Parent Coordinator contacts parents to invite them to attend parent orientations, breakfasts and lunches where bilingual materials are distributed to academically and socially support ELL parents and students. If a TBE/Dual Language program becomes available, parents will be notified by phone calls and letters home.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Ms. Jimenez, Parent Coordinator, compiles and distributes the Entitlement letters. The continuation letters are compiled and distributed to students in September. Copies are kept in the Assistant Principal's office, Room 301, in the designated cabinet. Newly Entitled letters, completed after LAB-R testing by the ESL teacher or Testing Coordinator, are copied and distributed to parents. The copies are kept on file in the main office. Ms. Jimenez calls parents of newly entitled ELLs to invite them to a Parent Orientation Meeting. At the Parent Orientation Meeting, parents view the video, "Orientation Video for Parents of Newly Enrolled English Language Learners in the language of choice, describing the three program choices for ELLs. The parent coordinator distributes bilingual academic and social materials, including calendars and emergent reader materials to provide support to ELL parents and students. Parents and/or guardians fill out the Parent Survey and Program Selection form, assisted by the Parent Coordinator if necessary. If a parent cannot attend the Parent Orientation Meeting, the Parent Coordinator conducts a phone interview in order to complete the Parent Survey and Program Selection Form. Copies are kept on file kept in the Assistant Principal's office, Room 301, in the designated cabinet and the originals are returned to student CUM record files.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The teachers of the ELLs, the ESL teacher and the Parent Coordinator communicate with parents in their native languages to determine program placement preferences. This is done during arranged meetings for parents of ELL students.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Our Testing Coordinator and our ESL Teacher coordinate all applicable staff to ensure that all students who must take the NYSESLAT are present during testing periods. Students who must be tested are identified by the Testing Coordinator. The Testing Coordinator and ESL Teacher mobilize space and support as needed to test students on all four modalities within the testing window for each modality.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no,

why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

After reviewing the Parent Survey and Program Selection Forms for the past few years, we noticed that the trend is that parents are selecting a Freestanding ESL Program model as their first choice of program placement for their children. Our school is offering a Freestanding ESL program in compliance with parents' preferences. In 2012-13, all parents chose Freestanding ESL as their first program choice. On the occasion that a parent chooses to enroll their child in a Transitional Bilingual or Dual Language program, every effort is made to procure an acceptable placement in a local school. Thus far, parents have opted to continue enrollment at PS 138 in a Freestanding ESL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - A. The organizational models we use utilize a combination approach including push-in, pull-out and co-teaching.
 - B. The program models are arranged in flexible groups as the ESL teacher assesses students' needs and proficiencies. Heterogeneous groups are used to target and model new skills. Homogenous groups are used to focus on reading proficiency and language acquisition. The ESL teacher also pushes in to the Science class to ensure students are gaining CALP by practicing academic vocabulary. Finally, the ESL teacher pushes in to the classrooms of students, accompanied by guest students, to form small instructional groups.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

We ensure that students receive their mandated number of instructional hours as per CR Part 154: beginning and intermediate level students are given ESL services for 360 minutes per week and advanced students are given 180 minutes of ESL services per week. Ms. Rymer serves all ELL students in mixed-grade groups during pull-out and same-grade groups during push-in.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and

methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

We ensure that ELLs are appropriately evaluated in their native languages by administering the Spanish Lab test when students score below the cut off. When results become available on ATS, the Testing Coordinator determines what other examinations must be delivered to each student in his or her native language.

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

The periodic assessments indicate student proficiency levels in reading and writing. The ESL teacher conducts assessments for listening and speaking and documents anecdotal evidence for student achievements in those modalities as well as the others.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

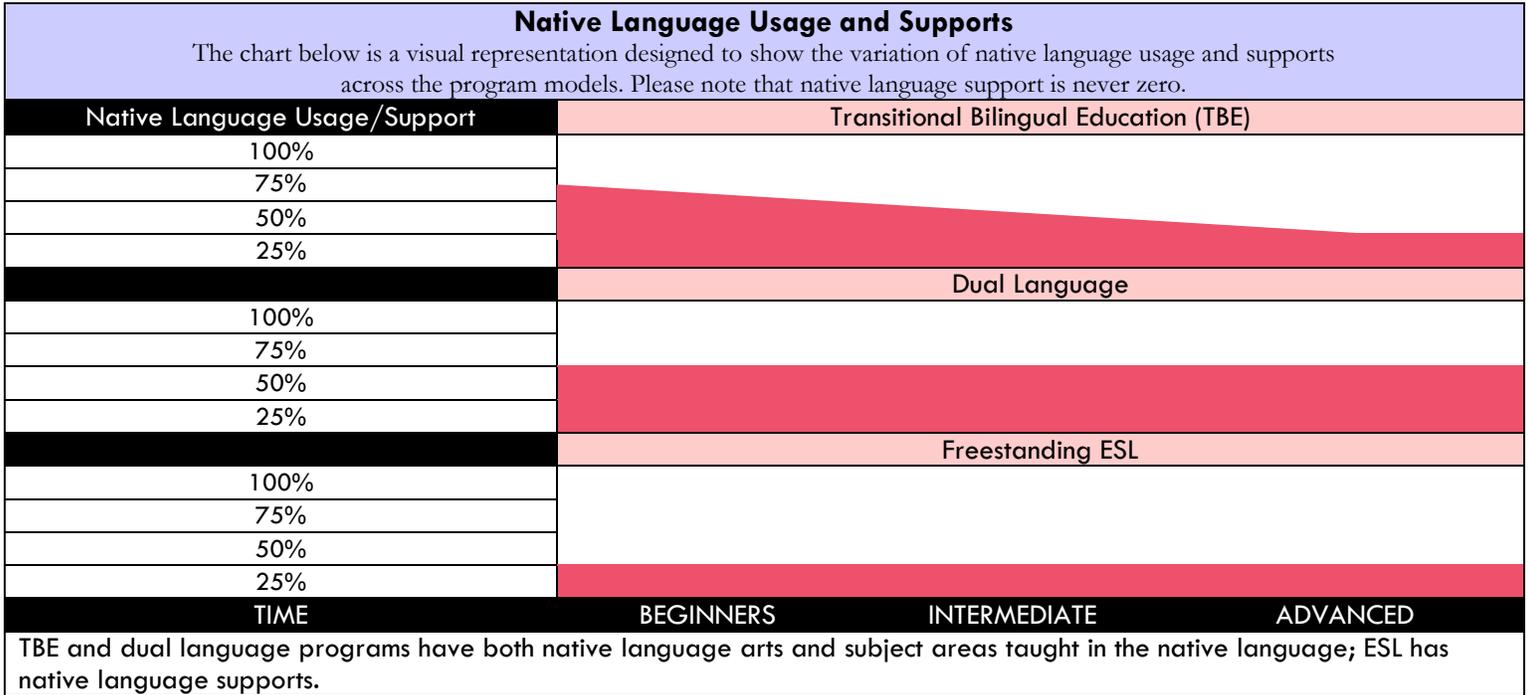
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our targeted intervention programs (REFERENCE LAST YEAR'S PULL OUT PROG.) for ELLs in ELA, math and other content areas include an after school math program on Thursdays and Fridays during which ELLs receive extra instruction and practice with math, particularly word problems. The ELL group is taught by our ESL teacher, Ms. Rymer. On Saturdays, students also attend for extra literacy and math instruction delivered by Ms. Perritano, our bilingual writing teacher. ELLs receive extra support in science and technology when our ESL teacher pushes in to those classes, several times per week.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- a. For our two SIFE students we take formal and informal assessments in order to target gaps in the students' background knowledge and language proficiencies. Both students are getting additional technology time and are encouraged to attend the after-school math program taught by our ESL teacher and the Saturday program which is taught by Ms. Perritano, the bilingual writing teacher.
- b. For Newcomer ELLs, we utilize the Scaffolding Handbook tools available with our ReadyGen program to provide necessary supports for students acquiring CALP. For students working on BICS, the ESL teacher provides additional vocabulary acquisition opportunities in small group instruction utilizing theatrical, interactive, and modeling techniques. Students are also working on instructional level texts that are either the same as class texts or are coordinated in terms of content and language goals. Some materials which motivate students to read are online sites such as Starfall where students can gain phonetic support. Students take part in readers workshop and guided reading groups as well as writers workshops. Also, students are bolstered with additional practice in structuring writing while attending to differences between native language and the language of acquisition. During Guided Reading small group work, the ESL teacher uses phonics, choral reading, closed coral reading, fluency and comprehension lessons to build students' reading readiness. In addition to building student vocabulary and comprehension through exploration of fiction texts, the ESL and classroom teachers focus on non-fiction texts to build students' investigative skills and Tier 2 and 3 vocabulary. Attention is paid by all staff to the drive of Common Core Standards toward analysis and other higher order thinking skills.
- c. For ELLs receiving services for 4-6 years, we target reading and writing strategies as these students have scored in the advanced or proficient ranges on the NYSESLAT test. Students are focusing on structures in shared reading and writing, higher-level analyses of writing, Native Language support, explicit grammar instruction when the native language is divergent from English, practice using the NYSESLAT test prep materials, and experience writing on a blog to promote writing readiness, supporting opinion and commenting on one another's writing. Students are also supported to make their own prewriting structures as fits the writer's purpose and to make their own graphic organizers for reading comprehension and listening comprehension as fits the purpose. Our students are writing on www.kidblog.org/PS132ESL and occasionally viewing appropriate videos on content area via Brainpop and Brainpop Junior and the government EPA site where they are doing research on our environment.
- d. For Long-term ELLs (Check with Davis) we create highly specialized groupings to target student needs. In this instance, the ESL teacher uses flexible grouping, targeted phonics, and listening library support to give the student in question a personalized program to achieve English language proficiency.
11. What new programs or improvements will be considered for the upcoming school year?
- Future programs will focus on coordinating the Common Core and NYSESLAT data to provide appropriate background, materials and instructional focus for teachers of ELLs. This will build on our current efforts (see answer 11).
12. What programs/services for ELLs will be discontinued and why?
- The school has opted to use ReadyGen, making Rigby's "On Our Way to English" a supplemental program. The ESL teacher uses the scaffolding and instructional materials from ReadyGen while utilizing other program materials as necessary to ensure ELLs are studying the same skillsets at the same time as other classmates and to prepare these students to undertake Common Core aligned performance tasks
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our targeted intervention programs (REFERENCE LAST YEAR'S PULL OUT PROG.) for ELLs in ELA, math and other content areas include an after school math program on Thursdays and Fridays during which ELLs receive extra instruction and practice with math, particularly word problems. The ELL group is taught by our ESL teacher, Ms. Rymer. On Saturdays, students also attend for extra literacy and math instruction delivered by Ms. Perritano, our bilingual writing teacher. ELLs receive extra support in science and technology when our ESL teacher pushes in to those classes, several times per week. Last year, students were supported by the LearnIt program and will be served by that program again to build literacy skills.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Bilingual dictionaries, glossaries and bilingual and native language books are used to support students' native languages. Newcomer students are paired with bilingual students when necessary. Cognate materials and notebooks are used to scaffold language learning. Students additionally are encouraged to develop greater practice with language through extra computer time during our Bosses of Blog project learning sessions in the computer lab, overseen by our ESL Teacher, Ms. Rymer. The ESL teacher also makes use of multiple listening centers including portable centers for students' extension work.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Bilingual dictionaries, glossaries and bilingual and native language books are used to support students' native languages. Newcomer students are paired with bilingual students when necessary. Cognate materials and notebooks are used to scaffold language learning.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

ELLs are supported in their classrooms during push-in instruction with grade level texts and additional scaffolding in addition to working with materials appropriate to their instructional reading levels and skills targeted for improvement.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

ELL services and resources correspond with ELLs' ages, grade levels and data-derived instructional needs. ELLs are instructed both on grade level in their classrooms and in bridge groups when necessary as per proficiency level to address targeted needs during small group instruction.

18. What language electives are offered to ELLs?

ELLs are taught in English with native language support in a freestanding ESL program as per parent preferences. No language electives are offered.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

D. Parental Involvement

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

E. Additional Information

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

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

School Name: Samuel Randall PS 138 X

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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