

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

01M137

School Name:

P.S. 137 JOHN L. BERNSTEIN

Principal:

SARAH PINTO VIAGRAN

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: PS 137M School Number (DBN): 01M137
Grades Served: PK-5
School Address: 293 East Broadway, New York, NY 10002
Phone Number: 646-602-2140 Fax: 646-602-2146
School Contact Person: _____ Email Address: spinto4@schools.nyc.gov
Principal: Sarah Pinto
UFT Chapter Leader: Beatrice Lopez
Parents' Association President: Tanya Castro Negrón
SLT Chairperson: Naomi Sandel
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Tanya Castro Negrón
Student Representative(s): N/A

District Information

District: 01 Superintendent: Daniella Phillips
PS 20
166 Essex Street @ P.S. 20
Room 136
Superintendent's Office Address: New York, NY 10002
Superintendent's Email Address: DPhilli@schools.nyc.gov
Phone Number: 212-353-2948 Fax: 212-353-2945

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue, NYC, NY 10001
Director's Email Address: YChu@schools.nyc.gov

Phone Number: 212-356-3896

Fax: 917-339-1765

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Sarah Pinto	*Principal or Designee	
Beatrice Lopez	*UFT Chapter Leader or Designee	
Tanya Castro-Negron	*PA/PTA President or Designated Co-President	
Nydia Monserate	DC 37 Representative (staff), if applicable	
Tanya Castro-Negron	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jasmine Morales	Elected Parent	
Marie Diaz	Elected Parent	
Tarra Rowland	Elected Parent	
Cynthia Nieves	Elected Parent	
Naomi Sandel	Elected UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Irma Rodriguez	Elected UFT	
Jillian Soltario	Elected UFT	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **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. Title I schools must also 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The John L. Bernstein I is an elementary school with 156 students from Pre-kindergarten through 5th grade. The school population is comprised of 80% Black/Hispanic, 7% White, and 14% Asian students. The average attendance rate for the school year 2014 - 2015 was 91.2%. 39% of the students have Individualized Education Plans and 14% of the students are English Language Learners.

Our school's No Child Left Behind (NCLB) and State Education Department (SED) status is Local Assistance Plan. We have also be designated a Special Education Spotlight School.

Mission statement: We believe that every child can and will learn. We are0 committed to creating a safe, supportive, and nurturing environment where children are encouraged to be active participants in acquiring knowledge. Our curriculum encompasses the arts, technology, and the humanities. We are determined to strengthen home, school, and community partnerships.

Our school focuses on data driven instruction in all content areas. Many of our teachers have taken leadership roles and have "partnered" with colleagues, as mentors. Our partnerships with Praxis Consulting, an instructional staff developer, and Math in the City (MITC) have allowed our teachers to develop and understand and implement instruction aligned to the Common Core Learning Standards (CCLS).

The school community is embarking on supporting greater cognitive engagement of among all of our constituents not only the students but also that of the teachers, school administrators, parents and the community as a whole. Critical self-evaluation of teaching practices, student experiences and work, parental involvement and community engagement will serve as foundational focal points for this school year and beyond.

Our school has several challenges that we are working diligently to overcome. Parent involvement is inconsistent at PS 137I. To aid us in increasing parent involvement, our parent coordinator hosts breakfast workshops and informational sessions. We also provide school and classroom newsletters for parents. We also have assemblies to highlight our students work in art, music, and dance. Our school needs to develop further curricula and academic tasks that promote higher- order learning and differentiated instruction. Our Literacy and Mathematics Inquiry teams are currently using the Common Core Standards to address this need. We also are providing our teachers with professional development, peer mentoring, inter-classroom visits and articulation time to further this endeavor.

01M137 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	185	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	88.6%	% Attendance Rate		90.4%
% Free Lunch	90.1%	% Reduced Lunch		5.0%
% Limited English Proficient	12.9%	% Students with Disabilities		36.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		26.2%
% Hispanic or Latino	55.0%	% Asian or Native Hawaiian/Pacific Islander		14.9%
% White	3.5%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		5.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		9.21
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	6.0%	Mathematics Performance at levels 3 & 4		10.9%
Science Performance at levels 3 & 4 (4th Grade)	51.9%	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	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
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		N/A
Hispanic or Latino	NO	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	NO			
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	NO	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			
Met Adequate Yearly Progress (AYP) in Science (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	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 – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

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

Only 6% of the students in grades 3-5 scored levels 3 or 4 on the 2015 NYS CCLS English Language Arts tests. We know that more of our students are capable of demonstrating grade level proficiency in English Language Arts, but see a great need to unify and consolidate our school curriculum, and increase student exposure to and use of expressive language. In addition, the school community determined that all staff members – classroom teachers, specialists, and paraprofessionals need continuous professional development in differentiating instruction and delivering effective lessons that meet all student needs.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students in grades 3-5 will improve achievement in English Language Arts as demonstrated by 50% increase, from 6% to 12% of test takers scoring at level 3 or above on the 2016 New York State Grades 3-8 Common Core English Language Arts test.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will meet with the principal and staff developers (Sarah Benis, Manhattan Borough Office, MiTC) to analyze and plan instruction using Common Core Curriculum: Core Knowledge,</p>	<p>Teachers</p>	<p>Sept - June</p>	<p>Lead Teacher</p>

Amplify, Expeditionary Learning, Teachers College, Words Their Way.			Administration Consultants
Parents will attend Curriculum night, Back to School night, and monthly workshops with teachers and the parents coordinator aimed at different CCLS across content and grade.	Parents	Sept-June	SLT member Administration
The principal will meet monthly with teachers and facilitate greater data collection, analysis and use by the teachers in aligning their instruction to the Common Core curriculum. Data sources will include Fountas and Pinnell Reading Benchmark Assessments, Concepts of Print, High Frequency word assessments, unit pre- and post-tests, spelling inventories, as well as student writing and work samples.	Teachers, Students	Sept-June	Administration
Student achievement data will inform the formation of subgroups of particular students that require additional attention and differentiated instruction. In addition, the item analyzes of past NYS CCLS ELA exams will be examined to note specific learning standards on which students did not perform well. Through this analysis, teachers will identify specific content and skill strands that require additional supplementation from outside materials and boost instructional strategies to meet those needs . Student groupings will form the basis of effective and targeted use of parallel teaching, center teaching and flexible skills groups	Students	Sept-June	Teachers Administration Consultants

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Structured and pre-scheduled collaborative planning time within the prep schedule, for not only grade teams, but also teams across grades and areas; modifying curriculum to meet student needs, identify additional resources needed, and reallocate the services of the AIS and intervention services SETSS, AIS, Special Education Teachers											
Funding to provide teachers with substitute teachers to attend professional development and collaborate with colleagues											
8 coaching days with Praxis consultants (Sarah Benis)											
Monday Professional Development days											
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, there will be a 25% increase in grades 3-5 scoring at level 3 &4 as measured by the January CCLS aligned ELA Unit assessments, Fountas & Pinnell Running Records, spelling inventories or teacher created writing rubrics.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

39% of our students are Students with Disabilities. The city average is 20%. 21% of these students are currently in a self-contained program while <1% of our students are in the Integrated Co-Teaching Model (ICTM). The city average of students in self contained classrooms is currently 6%. Many of our self contained students are academically less than one year behind grade level benchmarks but struggle with behavior.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 25% of students with an Individualized Education Program (IEP) will move to a less restrictive environment, as demonstrated by an increase in flexible programming or change in special education placement, documented by the Special Education Student Information System (SESIS).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Working alongside the Manhattan Borough office, PS 137 will implement a new protocol for referring students for Special Education services. Using student assessment data, teachers will submit a referral form to the Response to Intervention (RTI) team</p>	<p>Teachers</p>	<p>Sept-June</p>	<p>Administration Teachers</p>

for analysis. The teacher will attend the meeting, where an individualized action plan will be created, implemented and tracked for a pre determined time frame of 6-9 weeks. Internal providers will support the SIT team by pre screening students prior to Special Education referral to offer teachers and staff specific strategies.			
Student achievement data will inform the formation of subgroups of particular students that require additional attention and differentiated instruction. In addition, the item analyzes of past NYS CCLS ELA/Math exams will be examined to note specific learning standards on which students did not perform well. Through this analysis, teachers will identify specific content and skill strands that require additional supplementation from outside materials and boost instructional strategies to meet those needs . Student groupings will form the basis of effective and targeted use of parallel teaching, center teaching and flexible skills groups	Teachers	Sept - June	Administration SIT/SAT team
The PPT will engage in analysis of current IEPs to ensure alignment within the Present Level of Performance (PLOP), annual goals, and recommended services. Flexible programming will be considered to ensure students access to a less restrictive environment.	Teachers Students	Sept-June	Administration SIT/SAT team
The SBST team, in conjunction with classroom teachers, will conduct an FBA for students in need of additional behavioral supports. A BIP will be created for, but not limited to, any student with a crisis paraprofessional. Progress monitoring meetings will be conducted with parents every 6 weeks after a BIP is created to ensure communication between family and school. Students who are "at risk" will have monthly meetings with a PPT member to participate in a progress monitoring meeting.	Students Parents	Sept-June	Administration SBST team

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Common prep time for teachers and providers prior to annual IEP meetings to ensure alignment across services											
Common planning time between SBST team and classroom teachers to ensure completion and revision of BIP											
Professional Development sessions provided by Manhattan Borough office and internally											
Per Diem substitutes to support teacher development outside of the building											
Reduce class size											
Part 4b. 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 SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February of 2016, 12.5% of students with an Individualized Education Program (IEP) will move to a less restrictive environment as documented by the Special Education Student Information System (SEIS).

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Only 11% of PS 137 students in grades 3-5 scored level 3 or above on the 2015 NYS CCLS Mathematics test. We know that more of our students are capable of demonstrating grade level proficiency in Mathematics. It was determined that classroom teachers need greater collaboration within the grade and across the grades to align intra- and inter-grade curriculum. In addition, there is a need for continuous professional development in differentiating instruction and in delivering effective lessons that meet all student needs.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students in grades 3-5 will improve achievement in Mathematics as demonstrated by 20% increase from 11% to 14% of the number of students scoring at level 3 or above in the 2016 NYS Grades 3-8 Common Core Mathematics tests..

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The principal will create weekly common prep periods for classroom teachers and intervention specialists (at risk, ESL and SETSS teachers). In addition, the principal will align and organized</p>	<p>Teachers</p>	<p>Sept-June</p>	<p>Administration</p>

structures for sharing best practices on Monday/Tuesday collaboration time for teachers to lead, facilitate and participate.			
The administration will facilitate inter-grade conversation and collaboration through assigning extended teacher planning time, to focus on inter-grade conversations on specific math units and concepts, to better align math curriculum between grades. Specifically, the teachers will create mathematics start of year, mid year and end of year fluency benchmark assessments for math to track student progress from year to year.	Teachers	Sept-June	Administration Teacher
The administration will collaborate monthly with teachers and facilitate greater data analysis and use in aligning their instruction to not only the Common Core curriculum, but also student needs. Data sources will include Periodic Assessments, unit post-tests, conference notes and checklists, as well as, student class work and work samples. This information will help form subgroups of particular students that require additional attention and differentiated instruction, either via intervention, or academic enrichment. Through this analysis, teachers will identify specific content and skill strands that require additional supplementation from outside materials and boost instructional strategies to meet those needs. The data analysis will create common points of discussion, and collaboration to modify instruction between classroom teachers with SETSS, AIS, and ESL teachers, as well as related service providers.	Teachers	Sept-June	Administration
Parents will attend instructional mornings once a month where they learn alongside their child in the classroom setting. Parents will attend night events where hands on and presentations on the topic of CCLS will be available.	Parents	Oct-June	SLT members Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> Principal, classroom general education teachers SETSS, AIS, ESL and special education teachers Structured and pre-scheduled collaborative planning time within the prep schedule, for not only grade teams, but also teams across grades and areas; modifying curriculum to meet student needs, identify additional resources needed, and reallocate the services of the AIS and intervention services. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, there will be a 10% increase in grades 3-5 scoring at level 3 & 4 as measured by the CCLS aligned curriculum mathematics end of unit tests and mid-year grade fluency benchmark assessments.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

To effectively lead the school community and to increase cognitive engagement for students and staff, the school administration saw the need for greater distributed leadership with the instructional staff. Teachers will be recognized across the school and supported in their own professional growth to facilitate teacher team conversations about curriculum, teaching practice, and special education. In the 2014-2015 School Quality Guide, Effective School Leadership is listed at a 2.36 which is considered approaching target benchmark. 62% of teachers report having no influence on professional personnel and funding. 76% of teachers report some to little influence in choosing instructional materials.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school administration will improve distributive leadership practices by modeling differentiated PD as evidenced by teacher participation in 5 cycles of inquiry-based and action research work.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Identify, and offer leadership opportunities to teachers through surveys and self-identification; support newly emerged teacher leaders through professional development and leadership training.</p>	<p>Teachers</p>	<p>Sept-June</p>	<p>Administration</p>

Establish 6-8 week cycles of professional development, identifying content areas, norms and work products of each cycle. School administration will conduct first cycle of differentiated professional development on improving school culture, while making explicit facilitation skills, norms of participation and engagement	Teachers	Sept-June	Administration
Through 1:1 conversations with staff members (in initial planning conferences as well as mid-year conversations), facilitate a larger conversation with the teaching staff, self-identifying strengths and challenges in their teaching craft; this information will serve as foundation for differentiated PD of sharing expertise within the school community.	Teachers	Sept-June	Administration
Parents will participate as SLT members to help support goals and funding decisions for the schoolwide community.	Parents	Sept-June	Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> Principal and classroom general education teachers. SETSS, AIS, ESL and special education teachers. Structured and pre-scheduled collaborative planning time within the prep schedule, Monday extended PD time for not only grade teams, but also teams across grades and areas Expertise from staff developers from Manhattan Borough Field Office, Praxis Consulting, GoldMansour & Rutherford, and Math in the City, focusing on professional learning communities. 										
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, school administration will organize, facilitate and participate in the first cycle of differentiated professional development for staff members; teachers will be identified and trained to assume leadership roles in the following 4 cycles.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

The Quality Review Guide indicates school environment of PS 137M is not meeting target. When reviewing records of parent attendance, a decline in parent participation in monthly parent meeting/workshops became evident. Sign in sheets indicate the same small group of parents attending all events. In the School Environmental Survey parents expressed an inconsistent view of school involvement such as volunteering, attendance at parent teacher conferences, and communication with their child's teacher.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will increase family involvement by 25% as evidenced by an increase in parental attendance during school events.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>One pre scheduled day a month, parents will be invited up to the classroom to learn and celebrate accomplishments alongside their child and class peers.</p>	<p>Parents (PK-5)</p>	<p>Sept-June</p>	<p>Administration Parent Coordinator Coaches</p>

A class parent will be assigned to each classroom to ensure the distribution of important information to other parents within one class. The class parent will support the teachers with communicating clear objectives, goals, and events for the classroom.	Parents (PK-5)	Sept-June	Parent Coordinator Administration
Partnering with University Settlement (COMPASS) after school to create events to support parents, such as Project Home, Mental Health Services for families, and in school assemblies to highlight after school enrichment.	Parents (PK-5)	Sept-June	Administration Coaches
SLT will create events to attract parents to the school location during non school hours, such as curriculum nights, parent dinners, teacher meet & greets, etc.	Parents Teachers	Sept-June	SLT Members

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional development for parent coordinator											
Funds allocated for event supplies											
Workshop once a month which focuses on parenting and strategies to use at home offered by CBO											
SLT members											
Training for class parents to ensure alignment across classrooms											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, an increase of 10% participation in family events as evidenced by attendance records, surveys, and participation of Environmental Survey.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	Students determined by AIS/PPT committee based on teacher referral and state standardized exams	Provide services through the use of several programs including Foundations, Wilson, and Imagine Learning. Partnership with Reading Partners of NY AIS ELA– (SETSS)	Small group 1-1 tutoring Push in	During school day After-school academic success (Jan – Mar)
Mathematics	Students determined by AIS/PPT committee based on teacher referral and state standardized exams	Provide services through the use of Go Math, Problem of the Week, Waggle, manipulatives and guided practice AIS Math (SETSS)	Small group 1-1 tutoring Push in	During school day After-school academic success (Jan – Mar)
Science	Students determined by student work and test scores	Use of technology, differentiated instruction, and school trips	Small group	During school day
Social Studies	Students determined by student work and test scores	Use of technology, differentiated instruction, and school trips	Small group	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students determined by AIS/PPT committee based on teacher referral and state standardized exams	Individual and small group counseling sessions are provided by licensed guidance counselor, social worker and Henry Street Mental Health clinic to provide social and emotional services. Attendance	Whole class Small group Individual	During school day

		outreach is provided by attendance teacher, committee and guidance counselor.		
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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.
Administrators will contact HR liaison with tentative vacancies to assist with recruitment (Teacher Finder). Administrators will attend teacher hiring fairs. The school will also post vacancies on the open market system. Professional Development is designed to model exemplary teaching practices to support all students in meeting CCLS.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Administration and PD committee collaborate and discuss data and teacher/paraprofessional surveys to determine professional development activities that are most suitable for the school and educators. Professional development is designed to model exemplary teaching practices to support all students in meeting CCLS.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The MOSL committee includes teachers and make recommendations for appropriate assessments. Teachers and administrators participate in scheduled data conferences, which include conversations on assessments, assessment results and improvement of instruction. These conversations allow stakeholders to participate in decisions on assessments.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	111,559.00	X	5A, 5C, 5D, 5E
Title II, Part A	Federal	42,412.00	X	5B, 5C, 5D
Title III, Part A	Federal	0	X	5E
Title III, Immigrant	Federal	0	X	5C
Tax Levy (FSF)	Local	1,282,194.00	X	5A, 5B

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 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 an 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.
- **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:** 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The John L. Bernstein School, PS 137, 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 Teacher Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 137** 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;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and Students with Disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of 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-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the 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-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 to serve as a liaison between the school and families. The Parent Coordinator 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, School Quality 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-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

PS 137M 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 on assessments.

I. School Responsibilities:

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

- using 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, 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 to learn more about teaching and learning strategies whenever possible;
- take part in the school’s 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
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 1	Borough Manhattan	School Number 137
School Name John L. Bernstein		

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

Principal Sarah Pinto	Assistant Principal
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Natalia Billings	School Counselor Richard Porta
Teacher/Subject Area Margaret Delgado	Parent Tanya Castro Negrón
Teacher/Subject Area	Parent Coordinator Miriam Petrovitch
Related-Service Provider Cely Traje, SETSS	Borough Field Support Center Staff Member
Superintendent Daniella Phillips	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	142	Total number of ELLs	19	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	7
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	9	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	10	1	2	9	0	5	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	1			1	3	1								0
Emerging (Low Intermediate)					3	2								0
Transitioning (High Intermediate)														0
Expanding (Advanced)						2								0
Commanding (Proficient)		1	2	1	2									0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0													0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 PS 137M utilizes the Teachers College Reading and Writing Project's reading assessments to determine each student's independent reading level. Students are assessed on decoding, comprehension, and inferring using books provided by BeBop for students reading at levels A-K. For students reading at levels L-Z, assessment materials are provided by the Teachers College Reading and Writing Project. The data indicates that a majority of our ELLs are reading below grade level at the beginning of the year. As students have progressed in acquiring English as a second language, their reading levels often become comparable to, and in some cases exceed their native language peers. Based on these results we are providing support and language enrichment through the use of the Title III afterschool program which focuses on developing reading and writing skills through the use of shared reading of complex texts and guided reading lessons.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 When examining the performance results of the four modalities of listening, speaking, reading, and writing, the majority of our students are beginning or emerging in the English language.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Based on the information about Annual Measurable Achievement Objectives, the data reveal that students require supplementary support in developing reading proficiency in fluency, decoding, and comprehension. The AMAO's are used to make decisions about flexible grouping for differentiated instruction in order to meet student needs. In order to increase our reading and writing levels on the NYSESLAT, we have incorporated more time for reading and writing independently, in addition to the shared readings of songs and poems into the daily curriculum. Multiple encounters with complex text and vocabulary provide students with further support. Student books for independent reading and writing based on literature and content-area lessons are provided for students. ESL lessons present the features of non-fiction text, such as table of contents, captions, index, and glossary. Graphic organizers are used to clarify information. A venn diagram pocket chart provides students with a hands-on opportunity for organizing and comparing information. Students create an all-bout book as a product for each unit of study, which includes the features of a non-fiction text.

Additionally, our Title III program provides students with additional guided reading lessons for students. The ESL specialists team with classroom teachers to provide additional support for our ELLs.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

Based on NYSESLAT results, our ELLs are more proficient at receptive language (listening and reading) than productive language (speaking and writing) across grade levels. When examining the results of the state ELA, math, and science, data indicate that our ELLs are not meeting grade level standards. ELLs are low-performing on state exams in English and in the native language. Results of the ELL Periodic Assessments are used to differentiate instruction in the ESL pull-out classes. Based on the students' particular needs, small strategy groups are pulled to reinforce concepts and lessons taught in the larger group setting. Native language books are used to support ELLs in reading, as well as, different math programs when necessary.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
The response to intervention model (RTI) assists those ELLs who are at risk for academic difficulties. Instruction for English language learners in English language development is provided at the Tier 1 instructional level according to the response to intervention model. This provides students with a rigorous and evidence-based curriculum. For students who demonstrate a need for more targeted and intensive academic support, levels of increase in duration and intensity over time into the Tier 2 and Tier 3 levels. This extra support can occur in the classroom or be provided by related service providers. As students improve, measured by reliable and valid assessments, the extra supports are removed.
6. How do you make sure that a student's new language development is considered in instructional decisions?
ESL specialists meet and confer with all teachers throughout the school year to discuss the students' ongoing progress and to suggest modifications to support the English language development in the classroom. Classroom teachers speak with parents and students about their individual cultural and educational history before designing the appropriate instruction.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The effectiveness of our ESL programs are measured through the results of the annual NYSESLAT test. Most students across the grade levels demonstrate growth in language development across the four modalities of reading, writing, listening and speaking. Additionally, results of classroom running record levels, informal classroom observations, and results of the annual state tests are used to measure the students' growth in English language development. The ESL program provides ELLs with highly engaging thematic units in science and social studies with an emphasis on academic vocabulary and instruction in structures of language through complex texts. This enables the ELLs to build background knowledge which assists them in achieving academic growth in their classrooms.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
English language learners are identified through the home language information surveys (HLIS) when the child is first registered into the New York City public school system. The school's family parent coordinator, who is fluent in Spanish, as well as, a paraprofessional fluent in several dialects of Chinese, assist the ESL teacher in conducting informal oral interviews to parents whose native language is Spanish/Chinese. If the student is NYSITELL-eligible as indicated by the parents' responses on the home language survey, the licensed ESL teacher then administers the NYSITELL and Spanish LAB within 10 days of enrollment. ELLs are assessed annually via the New York State English as a Second Language Achievement Test (NYSESLAT) in the spring. Students are tested in the modalities of speaking, listening, reading, and writing.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

SIFE students are recognized by interviewing both the student and the family and then administering the SIFE questionnaire within 30 days. The ESL and classroom teacher will also look into past schooling experiences and testing within the New York City public school system. When looking at student work, the RTI team assesses the students needs beyond the language component.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

New students to PS 137 with IEPs hold an initial planning meeting with the school guidance counselor, and a program is coordinated with the ESL teacher, family associate, and parent coordinator. The Language Proficiency Team is composed of the principal, one PS 137 ESL teacher, the guidance counselor, the school family associate, a translator, and parent coordinator, with the student's family. The parents have 20 days to accept or reject the LPT recommendation.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Continued entitlement letters are sent home annually to those students who have not yet tested out of the NYSESLAT. These letters are translated into Chinese and Spanish. Placement letters in English, Chinese, and Spanish are sent home to students who are entitled to ESL as per their NYSITELL scores. Checklists ensure that all students return their entitlement letters in a timely manner. Parent surveys and program selections forms are filled out during the orientation sessions to ensure that they are returned. For those parents who are unable to attend an orientation session, informal meetings are arranged with the family assistant and/or parent coordinator.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

A student who has undergone the ELL identification process (as the result of first time entry or reentry) may go through the ELL Re-Identification Process. For those students who may have been misidentified as an ELL or non-ELL, the parents/guardians or the student's teacher with the parent's written consent may request that the ELL Identification Process be administered a second time. In order for parents and guardians to be informed that they have the right to appeal ELL status within 45 days of enrollment, the parent coordinator, who speaks Spanish and a paraprofessional, who speaks many dialects of Chinese, will inform the parents of this right during the registration process. Additionally, information in the families' native languages will be available at the Parent Orientation meetings.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parents who have indicated a language other than English on the home language surveys receive letters in their native languages inviting them to parent orientation sessions where they complete parent surveys and program selection forms. Flyers in three languages (English, Spanish, and Chinese) are sent home to notify parents of the orientation session. Additionally, phone calls are made in the native language to follow up and to encourage parents to attend the session. At the orientation sessions, the film provided by the Department of Education that describes the three program choices, is shown. The film is shown in English, Spanish, or Chinese, depending on the parent population. Ample opportunities are available for parents to ask questions. Parent orientation sessions are conducted in the fall. Informal meetings throughout the year are held for parents of new ELLs to our school. Both a paraprofessional and the parent coordinator are invited to these informal meetings to assist with translation.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

For those families who make a program choice decision at the orientation meeting, those forms will be collected at the conclusion of the meeting. For those that do not, the school parent coordinator will follow up with the families immediately following the orientation sessions to ensure that Parent Surveys and Program Selection forms are returned in a timely manner, and will maintain family contact logs for each point of contact. A school aide will monitor the parent program choice progress and report.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The family associate and parent coordinator will maintain records of the forms that have been returned, as well as those that have not been completed or returned in a timely manner. This will form the basis of the parent contacts to be made so that parent program selection will be honored.
9. Describe how your school ensures that placement parent notification letters are distributed.
The placement parent notifications will be both backpacked home with the family, as well as a second copy mailed to the family address. They will be sent in the parents preferred language and be monitored by a school aide.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All of the documentation for the ELL students will be maintained with the esl teacher in a secure file cabinet, with access for the LPT team members.
11. 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 ESL teacher creates a target list based on the results for each section of the previous year's NYSESLAT and the current NYSITELL scores. Additionally, the eligibility report (RLER) is run on ATS to ensure that all eligible students are tested on the NYSESLAT annually. Checklists are used to confirm that all students are tested on all sections on the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The NYSESLAT will serve as the foundation for determination of ESL students' continued ELL status. PS 137 will send continued entitlement letters to parents of students who continue to be entitled to ELL services as based on the NYSESLAT, in the language of family choice by the first week of school. The ESL teacher will ensure that parent notification are distributed.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the parent surveys and program selection forms from the last few years, the trend is that the parents overwhelmingly (100% of the parent population) select the free-standing ESL program that is currently in place at P.S. 137. The program model offered at P.S. 137 is aligned with parental requests. For parents who do not choose the free standing ESL program, a list of schools that offer the transitional bilingual or dual language program will be provided. Parents can opt to register their children at these schools.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.
P.S. 137 has one stand alone/integrated ENL program taught by a licensed ESL teacher, with push-in and co-teaching models to supplement and support classroom instruction. Students in the pull-out ESL classes are grouped according to their English language proficiency levels as indicated by annual NYSESLAT results. In the push-in and co-teaching models, English language learners are grouped heterogeneously with their native language peers.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
All ELLs at P.S. 137 receive the mandated number of instructional minutes per week as indicated by the CR Part 154 according to their language proficiency levels. Entering, and Emerging level students receive 360 minutes of ESL instruction per week. Transitioning and Expanding ELLs receive 180 minutes of ESL instruction weekly as per the CR Part 154 mandate. We currently do not have students at the Commanding level. Additionally, those students in the push-in and co-teaching model receive additional instructional time.
3. Describe how core content is delivered in each program model. 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.
Our ESL program includes literature and content-based thematic units that are aligned explicitly to the common core learning standards with emphasis on supporting classroom instruction. All instruction is provided in English with additional support in the native language. Lessons are adapted to meet the varying levels of English language proficiency to comply with the new language arts progression standards. Instructional approaches include shared reading of fiction and nonfiction texts with targeted instruction of reading strategies, such as fluency and comprehension. Multiple encounters with text following a close-reading protocol provide students with practice in analyzing text complexity and building academic vocabulary. Lessons also provide scaffolding in

paraphrasing and summarizing texts. Integrating the cultures and native language experiences and vocabulary of ELLs into daily lessons remain an essential part of our ESL program.

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

ELLs who require testing in their home language are provided with appropriate translated editions for state tests in the content areas of math for third through fifth grades and science for the fourth grade. In addition, teachers will use the available translation services to translate in class assessments and exams, such as running records or math pre/post assessments.

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

Daily lessons in ESL classes include instruction in all four modalities, such as listening comprehension, fluency, writing activities, and independent and shared reading. Assessments such as conferring with students, running records, on-demand writing assessments, performance based writing assessments, and accountable talk protocol ensure that ELLs are appropriately evaluated in all four modalities throughout the year. These assessments are completed every 6 weeks or as needed to update teachers on progress.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

6a. P.S. 137 currently has one student with interrupted formal education (SIFE). For students who come in with interrupted formal education, a plan is in place to further support their language development. These instructional supports, which are in addition to their ESL instruction include participation in the Title III afterschool program with rigorous curriculum to build their literacy skills in all academic subjects, as well as building background knowledge to bring them up to grade level.

6.b. Students who are Newcomer ELLs, or students who have been in US schools less than three years are invited to participate in a Title III ESL afterschool program to supplement English language instruction. This is in addition to the mandated instructional minutes they receive in ESL during the school day. This program, for grades K-5 uses components of the Balanced Literacy and content-area based approaches. The ESL licensed teachers focus on thematic units of study incorporating fiction and non-fiction across all genres. Teachers scaffold lessons to support the individual needs of all students in the program. Sessions meet twice a week. For ELLs in the upper grades, the Title III afterschool program focuses on preparing these students for the ELA test, which they must take after being enrolled in a US school for a year.

6.c. ELLs who have been receiving ESL services for four to six years are placed in a small group setting so that individual needs can be targeted through differentiated instruction, which is aligned with the common core learning standards. Lessons are scaffolded using the six main types of scaffolding techniques to further support academic development. The six types modeling, bridging, contextualization, schema building, text representation, and metacognition.

6.d. Our plan for long-term ELLs would include reassessment of their strengths and areas in need of improvement to ascertain what programs available would support the progress of these students. It would be important to know whether the student needed assistance in language or other areas. We would then recommend the student receive additional services, including Response to Intervention. Students with special needs are mainstreamed in ESL classes so that their peers can serve as language models. Special needs children are partnered with native language speakers. Lessons are differentiated so that scaffolding can be provided for the children. ESL teachers continually work collaboratively with classroom teachers to monitor the students' progress, as well as discuss ways in which the students can be further supported in the classrooms.

6.e. Former ELLs receive additional ESL support for up to two years after they test out of the NYSESLAT. For the upper grades, these students are grouped together to focus on improving reading comprehension and writing strategies. Transitional ESL students in grades two and three are integrated with their grade level peers in a pull-out class. They also receive differentiated instruction according to their specific needs.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Each of the students who fall into this category will be specifically monitored, and assessed regularly in all content areas to ensure that the students' academic progress is not negatively affected. The principal will coordinate the assessment information with classroom teachers, the ESL teachers and discuss appropriate measures and interventions to best support the student's growth. Through this process, the principal will confer with the student's family to discuss the impact of the program.

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

In order to support ELL-SWDs to gain access to academic content areas and accelerate English language development, lessons follow the Universal Design for Learning (UDL) guidelines. These include, providing options for multiple means of representation, multiple of action and expression, and multiple means of engagement. High interest-low level books make content comprehensible with rich visuals and concrete language to convey academic concepts for ELL-SWDs.

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

Curricular and instructional goals are modified to meet the individual needs of diverse ELL-SWDs to meet their IEP goals and attain English proficiency within the least restrictive environment. Classroom teachers, an ESL teacher, and the school based support team meet periodically to discuss student progress and suggest recommendations to enable students achieve success.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

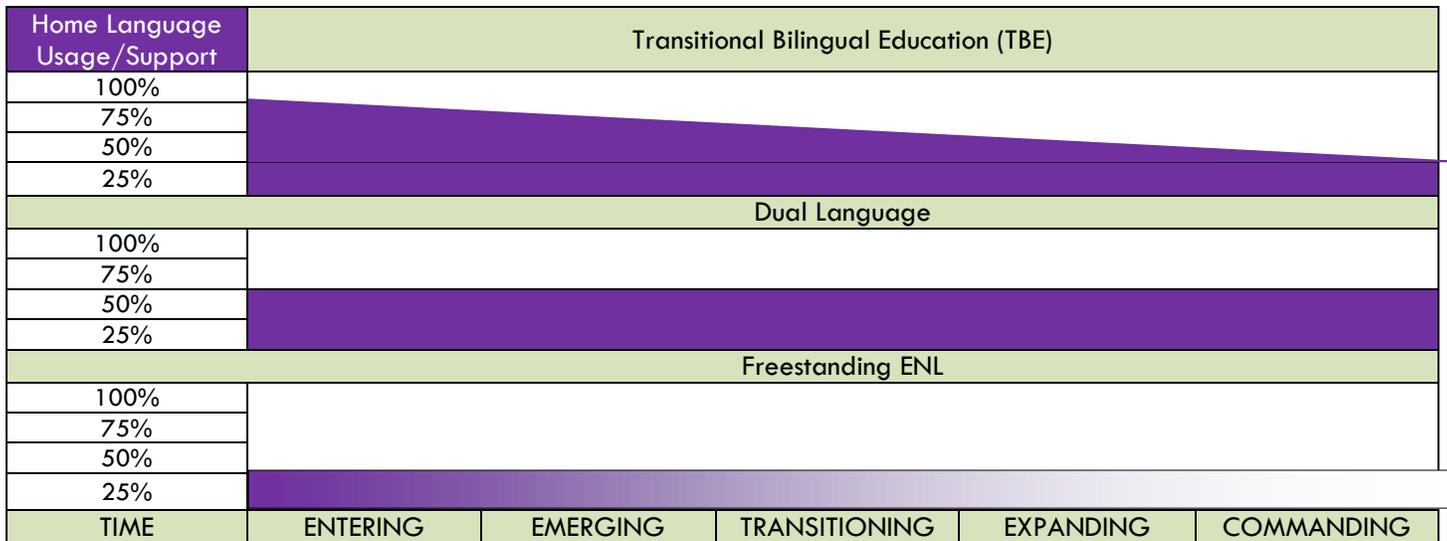


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. In order to meet the diverse learning needs of ELLs, the Response to Intervention protocol is followed. Most students, who fall under Tier 1, receive a rigorous and evidence-based curriculum that supports English language development. For those requiring additional support, extra attention to special needs of students and activities are provided (Tier 2). English language learners who require additional assistance are then serviced by the Academic Intervention Specialist (AIS), both in ELA, Math, Science, and Social Studies, to provide more intensive academic support in a small group setting (Tier 3). The use of native language will be used in written form during instruction, when applicable.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The effectiveness of our ESL programs are measured through the results of the annual NYSESLAT test. Most students across the grade levels demonstrate growth in language development across the four modalities of reading, writing, listening and speaking. Additionally, results of classroom running record levels, informal classroom observations, and results of the annual state tests are used to measure the students' growth in English language development. The ESL program provides ELLs with highly engaging thematic units in science and social studies with an emphasis on academic vocabulary and instruction in structures of language through complex texts. This enables the ELLs to build background knowledge which assists them in achieving academic growth in their classrooms.
12. What new programs or improvements will be considered for the upcoming school year?

Our ESL teacher is presently aligning her lessons with the common core state standards and the English Language Arts curriculum for all grade levels. The ESL program will continue to focus on teaching language through the content areas of science and social studies. The school will continue to work in collaboration with classroom teachers and participate in the language instruction in mainstream classrooms for English language learners and native speakers of English. P.S. 137 will continue to work on a school-wide plan for developing academic language and literacy in all classrooms.
13. What programs/services for ELLs will be discontinued and why?

Plans for the upcoming school year do not include the discontinuation of programs and services for English language learners. We will continue to provide the mandated number of minutes for ELLs as stated in the CR Part 154 regulations as well as providing additional support through the Title III afterschool program.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

English language learners at P.S. 137 are afforded equal access to all school programs both during the during the school day and after, including the Henry Street Settlement afterschool program, University Settlement Afterschool program, and student selected enrichment club activities. Parents enroll their children in a year-long afterschool program which meets daily in the school, as well as, during. Homework help is offered by the counselors as well as by teachers hired by the afterschool program to support all students, including the English language learners. Additional activities, including dance, art, and sports are integrated into the afterschool program.

All students at P.S. 137 will participate in enrichment club cycles which meet for six weeks at a time. Teachers decide on the club topics they would like to teach, and the students then choose their club topics.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Instructional materials that support English language learners include content-area big books that correlate to thematic units for shared reading, alternate text sets from the school library that supplement academic language development, as well as articles from National Geographic Explorer and Time for Kids. P.S. 137 has SMART Boards, document cameras, laptops and iPads in classrooms throughout the school to further support student learning.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

We believe that a child's native language is a strength to be cultivated and a foundation upon which to build. Children are encouraged to speak and write in their native languages, especially for those who are new to this country. Newly arrived students are paired with their native language peers in classrooms. Published works by ELLs are exhibited on bulletin boards throughout the school across the grade levels. Students are also encouraged to share language and cultural experiences as part of classroom lessons. The diverse cultural backgrounds serve to enrich language learning for all students. In daily lessons, essential vocabulary words are translated into the children's native languages to promote a cultural awareness among all students.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Services support and resources at P.S. 137 are developmentally appropriate for students at the elementary school level.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

P.S. 137 has a network of parents who, in collaboration with the family assistant, school aide, and parent coordinator, support newly enrolled parents and students to become familiar with the school and programs available. In addition, we are currently working on providing outreach for parents who register in the summer months so they can more easily become part of our school community. ENL students fully participate in all activities throughout the school day.

19. What language electives are offered to ELLs?

We currently do not have any language electives available to our ELLs. Plans include offering language clubs as part of our academic enrichment club cycles.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The ESL teachers, classroom teachers, guidance counselors, and other staff at P.S. 137 is highly engaged in professional development for the new ELA, Math, Science, and Social Studies curriculum for grades K-5. This professional development, which is held for classroom teachers, as well as for our ESL teacher, provides staff with opportunities to familiarize themselves with the components of the Core Knowledge and Expeditionary programs and how to align the lessons to meet the needs of our diverse students.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

The ESL teacher works closely with classroom teachers to scaffold instruction so that ELLs are better prepared to meet the common core standards and perform at a comparable levels as their native language peers. Teacher teams meet once a month for professional development sessions that focus on the stages of English language development to better support ELLs in the classroom in delivering Common Core aligned instruction.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

In order to assist ELLs transition from elementary to middle school, the parent coordinator attends the professional development provided by the district regarding the middle school process, who then in turn turn-keys the professional development to the family worker, guidance counselor and the rest of the staff. The family worker and parent coordinator offer assistance in multiple levels. They provide translating support and guidance for the middle school application form, help arrange for presentations at our school from various middle schools and offer translations within those presentations, attend the middle school fair, and set up middle school tours with the families. Classroom teachers coordinate their work with the family worker, parent coordinator and guidance counselor to provide guidance to ELL families.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The goals for training sessions for staff members include a focus on the stages of second language acquisition, developing academic language proficiency in English, and continuing to support students' native language development. P.S. 137 is preparing staff development sessions with the understanding that all teachers, regardless of grade or subject area, are language and literacy teachers. Discussion includes raising awareness and promoting cultural sensitivity in the classrooms.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The ESL teacher meets frequently with the families of the students to discuss each student's goals, growth and areas of challenge, working in conjunction with classroom teachers of the individual students. The classroom teachers and ESL teacher schedule regular meetings with families over the course of the year, and are not limited to one annual meeting per year.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Each classroom teacher and ESL teacher maintain a parental engagement log that details individual meetings, parent contacts via phone, or email, to meet and discuss the needs of their child in various points of the day at the parents' convenience.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent breakfasts with the principal are held monthly during which parents discuss with school personnel ways in which they can provide their children with support at home with learning activities. A paraprofessional and parent coordinator are invited to these monthly meetings and workshops to translate for parents whose native language is not English. Parents are also encouraged to borrow books in their native languages from the school library. During parent teacher conferences, translation services are offered to parents whose native language is not English so that they can fully participate in their child's education.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? P.S. 137 has partnered with several local community based organizations to support our students and their families. University Settlement offers our students and families with an afterschool and summer program that incorporates assistance in completing homework assignments. The Go Project is a summer program that provides students with support in reading and math.
5. How do you evaluate the needs of the parents?

The needs of the parents are discussed at monthly parent breakfasts with administration in addition to the monthly parent association meetings. They fill out a parent needs assessment survey in their native language during these meetings. They are asked for suggestions for future meetings. Annual learning environment surveys are sent home to provide parents with a vehicle to voice their opinions. Results of the learning environment surveys are then incorporated in evaluating our school. A para professional and parent coordinator are available to assist in translating the surveys for parents whose native language is not English. Additionally, parents are able to express areas of concern to teachers directly during the parent-teacher conferences held in November and March. The family assistant, parent coordinator, and bilingual educational assistants are available to provide translation services.

6. How do your parental involvement activities address the needs of the parents?
Parents have expressed an interest in learning how to assist their children at home to develop their reading and math skills. During monthly parent breakfasts there are discussions on ways to support literacy and math development at home. Suggestions include reading with the student at home or taking to the library for reading. Additionally for math, parents can integrate the math skills they are learning in the classroom with a trip to the local supermarket. Parents have opportunities to discuss student progress and ways to assist their child's learning at home at parent teacher conferences and informal meetings with the teachers throughout the year.

D. Additional Information

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

N/A

Part VI: LAP Assurances

School Name: PS 13**School DBN: 01M13**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sarah Pinto Viagran	Principal		1/1/01
	Assistant Principal		1/1/01
Miriam Petrovitch	Parent Coordinator		1/1/01
Natalia Billings	ENL/Bilingual Teacher		1/1/01
Tanya Castro Negron	Parent		1/1/01
Margaret Delgado	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Rich Porta	School Counselor		1/1/01
Daniella Phillips	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **01M137** School Name: **PS 13**
Superintendent: **D. Phillips**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The Family Worker, ESL teacher, and Parent Coordinator review all student and family information, including the Home Language Survey, for students from Pre-Kindergarten to 5th grade. This information serves to help determine which families require language translation services - be it in oral, written and/or both - and in which language.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

PS 137M families require oral and written translations in Spanish, and the Chinese dialects of Mandarin and Cantonese. The findings have been reported to the school staff in general through the faculty conferences.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

PS 137M sends monthly family newsletters from each classroom teacher, which outlines the classroom curriculum, as well as calendars for upcoming events and important deadlines. This is translated into both Spanish and Chinese for our families. The translation is done by our teaching and office staff, including the Parent Coordinator (Spanish) and a paraprofessional (Chinese). The flyers and notices for the monthly Principal's Breakfast are also translated in both Spanish and Chinese. All announcements and principal letters home, including notices for Parent Teacher Conferences, Curriculum nights, invitations for school-wide student performances, step-up meetings for next year's grades are all reviewed, translated and sent home in languages appropriate for our families.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

PS 137M hosts the start of the year Back to School Night in September, and Step-Up meetings in May/June with oral translation. In addition, the principal hosts monthly parent breakfasts that are orally translated, with handouts in written translations where applicable. Parent Teacher Conferences are scheduled with families with the staff language translations for the families. The guidance counselor and attendance teachers utilize the in-house staff translations as needed throughout the year. The school provides our PTA with translators for monthly meetings.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

A PS 137M paraprofessional speaks, reads and writes both dialects of Chinese (Mandarin and Cantonese). In addition, we have two additional paraprofessionals members who are fluent in both dialects. The parent coordinator, as well as five other staff members are fluent in Spanish. They are available, along with other staff members and parents to translate when needed. All newsletters, the monthly calendar and other information is translated in both languages at all times, and any translated school-wide notices that are posted within the building are posted prominently in the main hall along side the English version.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

A PS 137M paraprofessional, reads and writes both dialects of Chinese (Mandarin and Cantonese). In addition, we have two additional paraprofessionals who are fluent in both dialects. The parent coordinator, as well as five other staff members are fluent in Spanish. They are available, along with other staff members and parents to translate when needed, including but not limited to Parent Teacher Conferences, IEP meetings, monthly Parent Breakfasts, Report Card distribution and assemblies.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

PS 137M staff and faculty will be informed through staff training at the start of the school, resources provided by the staff handbook, as well as online resources through the school distribution list via email

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

All notification is always translated into Spanish and Chinese with names and phone numbers of staff members who can assist parents if they have a question, concern, comment or need additional information in their native language.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parents will be polled monthly at the Principals' Parent Breakfast to address any specific or general concerns/comments or feedback regarding translations. In addition, the information gathered from the Parent Survey will help guide school policies and approach regarding translation services and support.