



[THE REGO PARK SCHOOL]

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (28/ Q/ 139)

ADDRESS: 93-08 63RD DRIVE, REGO PARK, NEW YORK 11374

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FAX: 718-997-8639

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S.139 **SCHOOL NAME:** The Rego Park School

SCHOOL ADDRESS: 93-06 63rd Drive, Rego Park, New York 11374

SCHOOL TELEPHONE: 718-459-1044 **FAX:** 718-997-8639

SCHOOL CONTACT PERSON: Monica Powers-Meade **EMAIL ADDRESS:** mpowers@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Alsina Perry

PRINCIPAL: Monica Powers-Meade

UFT CHAPTER LEADER: Erin Hookim

PARENTS' ASSOCIATION PRESIDENT: Diane Leibowitz and Yvonne Shortt-West

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 28 **SSO NAME:** ICI

SSO NETWORK LEADER: Mrs. Peggy Miller

SUPERINTENDENT: Ms. Jeannette Reed

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Monica Powers-Meade	*Principal or Designee	
Erin Hookim	*UFT Chapter Chairperson or Designee	
Diane Leibowitz	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Theresa Smith	Member/ Teacher	
Kelly Grupper	Member/ Teacher	
Elizabeth Sparling	Member/ Teacher	
Alsina Perry	Member/ Parent	
Stephanie Zevon	Member/ Parent	
Melanie Klein	Member/Parent	
Rosemary Kiladitis	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Public School 139 is located in the Rego Park section of Queens. The school is in District 28. The school community has more than 20 languages spoken among a population that is drawn from 75 countries or ethnic regions. In addition, to those students who live in the Rego Park area, students from Corona and East Elmhurst are also zoned to attend our school. This K-6 school serves an ethnically diverse population 3.2% Black or African American, 26.4% Hispanic, 35.4% White, and 35 % Asian students. Boys account for 51.9% of the students enrolled and girls account for 48.1%. The average attendance for the school year 2008-2009 was 95.89%.

Vision/Mission

We see our school as a diverse community where all children will acquire the tools to become effective independent members of society. Teachers, administrators, staff members, and parents will work together to provide a safe environment and quality education setting high standards for all students. We strive to develop the whole child: socially, intellectually, and emotionally to become productive members of the school and world community. Each child will be able to set and achieve long term goals, while developing self-esteem, good communication skills, and respect for his/her fellow man. At P.S. 139, all students will be given the opportunity and guidance to achieve their maximum potential. Academic excellence and high standards are the goals for each student.

The student population is heterogeneously grouped within each grade with one Gifted (Kappa) class on grades 2-6 and supported by a pedagogical staff of 55 teachers. P.S. 139 is the home of three Special Education classes and two ICT classes. Our Special Education students are predominately speech and language delayed, autistic, or physically challenged. There are approximately 23 students who receive the services of our full-time SETSS teacher. In addition, there are several students who are in general education classes but receive the services of itinerant providers, such as visual, physical and/ or occupational therapy.

P.S.139 has worked collaboratively with District 75 to provide an inclusion setting for 16 students from P.S. 177. These students have blended in with our students and enjoy the benefits of working and learning in the mainstream. Finally, this year we have Integrated Collaborative Teaching Kindergarten class and first grade class.

We have approximately 144 ELL students who receive services through our ESL Program. We have three ESL teachers. The ESL classes offer a myriad of strategies, including, but not limited to, balanced literacy strategies, TPR (Total Physical Response), computer games, phonics, role-playing, dictations, and multi-cultural events. Parents are involved as much as possible to help as translators and to broaden the scope of the program. ESL is a federally funded mandated program. We are proud of the fact that 75% of our students reach proficiency on the NYSESLAT and exit the program in three years. This is a testimony to the caliber of instruction and home support our students receive.

At P.S. 139, we strive to provide the best quality education for all our students. Test score data currently available indicates the following results: 87.1% of students scored a level 3 or 4 on the 2009 ELA. 95.7% of our students scored 3 or 4 on the New York State Mathematics Test. This is above average when compared to city horizon schools and peer horizon schools.

All classes have a 90 minute daily block of literacy in the morning, followed by a 50 minute afternoon literacy based workshop revolving around science, social studies, and other areas of investigation. Grades K-6 follow Teachers College Balanced Literacy model using trade books to support ongoing instruction.

In addition, P.S. 139 is proud of its partnership with Columbia University Teachers College for literacy professional development for its teachers. With the help of Teachers College Staff Developers, our teachers receive strong training on effective strategies that promote growth in literacy achievement using lab sites, reflection on professional teaching standards, and study groups. Teachers are encouraged to be reflective and often attend Teachers College Calendar Days to add depth to their knowledge base. All instruction is aligned with New York State Learning Standards. Mathematics in grades K-5 is focused around Everyday Mathematics. Teachers in grade 6 use Math Advantage. All students use math manipulatives to support investigations and problem solving. Small group instruction is emphasized. Journal writing with an emphasis on the meta-cognitive approach to learning is being introduced this year.

We offer a plethora of enrichment instructional services through the arts that complement the curriculum and models of learning for Grades K-6. The arts empower the students to be actively engaged in utilizing new art techniques as they explore standard-based content. P.S. 139's bulletin boards are a testimony to the art products and Learning Standards that children are able to master. Music is taught to Kindergarten through sixth grade where students learn a basic understanding of the language of music- including the elements of pitch, rhythm, tempo, dynamics, tone color, and harmony. We are proud of P.S. 139's Glee Club comprised of talented fourth, fifth, and sixth grade students. We also have a talented first grade Junior Glee Club. Finally, students in K-6 strengthen critical thinking skills and art interpretation during the literacy/research periods. Students are exposed to the elements of art and gain a profound awareness as they explore and "read" the canvases of the Great Masters.

The Parents' Association of P.S. 139 is very effective in supporting the staff to provide a quality education for the students. Fundraisers are held twice a year, and the money collected is used to support students' learning environments. The Parent Coordinator works in conjunction with the Parents' Association and the Principal to increase parent involvement. Numerous evening workshops are offered to parents to shed light on the various state assessments and tips on supporting their children in the classrooms. In addition, we offer intergenerational hands-on workshops focused on arts and crafts. The Parents' Association has developed a strong After School Program for yoga, guitar, robotics, and karate. This program promotes enrichment activities for all students at a modest fee. In addition, we have spearheaded a successful Parent Book Club partnering with P.S. 144 and the UFT.

The Y Program is an arts and literacy-based program housed in P.S. 139. It services approximately 250 students. The children are introduced to multi-cultural arts, photography, instrumental music, dance, chess, and computers. The program offers 2 1/2 hours of quality after school care every day the school is open.

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 139 Rego Park							
District:		28	DBN:	28Q139	School BEDS Code:		342800010139		
DEMOGRAPHICS									
Grades Served:	Pre-K		3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6	√	10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	0	0	0		95.5	95.2	96.4		
Kindergarten	98	120	131						
Grade 1	109	119	111	Student Stability - % of Enrollment:					
Grade 2	98	102	124	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	103	103	104		96.7	95.9	92.3		
Grade 4	127	103	104						
Grade 5	118	130	109	Poverty Rate - % of Enrollment:					
Grade 6	106	106	126	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		45.9	49.3	46.7		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		0	2	10		
Grade 12	0	0	0						
Ungraded	5	4	1	Recent Immigrants - Total Number:					
Total	764	788	809	(As of October 31)	2006-07	2007-08	2008-09		
					15	14	18		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes	19	20	15	Principal Suspensions	6	8	10		
# in Collaborative Team Teaching (CTT) Classes	0	0	6	Superintendent Suspensions	0	8	1		
Number all others	48	28	47						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2006-07	2007-08	2008-09		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:					
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	0	0	0						
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	138	127	137	Number of Teachers	43	48	52		

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	7	0	2	Number of Administrators and Other Professionals	4	8	8
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	4	2
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	97.9	100.0
				% more than 2 years teaching in this school	83.7	77.1	80.8
				% more than 5 years teaching anywhere	62.8	64.6	67.3
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	98.0	92.0	94.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.4	100.0	100.0
American Indian or Alaska Native	0.1	0.0	0.0				
Black or African American	3.7	3.2	2.8				
Hispanic or Latino	25.0	26.4	24.7				
Asian or Native Hawaiian/Other Pacific Isl.	35.2	35.0	35.5				
White	36.0	35.4	36.3				
Male	51.0	51.9	52.0				
Female	49.0	48.1	48.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		-	-	-			
Hispanic or Latino		√	√	-			
Asian or Native Hawaiian/Other Pacific Islander		√	√	√			
White		√	√	√			
Other Groups							
Students with Disabilities		√	√	-			
Limited English Proficient		√	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		7	7	4	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	75.6			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	7.1			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	18.7			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	47.5						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	2.3						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Summary of Data Analysis/Findings- Early Childhood

The data gathered from Teachers College assessments, 2008-2009 DOE Progress Report, 2008-2009 New York State School Report Card, student portfolios, students' published writing pieces, running records, conference notes, and bulletin boards reveal a trend demonstrating standard setting achievement in many areas. We are a school community making many gains with literacy and mathematics.

However, our Inquiry Teams' work, referrals to the SBST and classroom observations reveal the need for increased emphasis on vocabulary words, phonemic awareness, deepening reading and writing stamina, and the development of critical thinking skills through art interpretation. The results of our early childhood Inquiry Team action research suggest a strong focus on vocabulary skills is necessary. We have a concentration of ELL students in the early childhood grades. In addition, our findings identifying trends reveal:

- There is a strong correlation between student performance and attendance. The students who are not meeting the Standards often have poor attendance. These students lag in achievement. P.S. 139's attendance rate in 2006-2007 was 95.5% and dropped to 95.2% in 2007-2008. In 2008-2009 the Progress Report revealed our attendance rate increased to 96.4%. We did better in this area than 87% of our Peer Horizon and 94% of the City Horizon. This was a concerted effort to form an Attendance Committee and build upon parent outreach and stronger communication. Students were rewarded for good attendance.
- Standard assessments through Every Day Math Program in the early childhood grades indicate the need for reinforcement in critical thinking skills through problem solving. Students need additional support with computational skills and numeracy.
- Our assessments indicate that students need more opportunities to write and express themselves in Writers Workshop on a daily basis. Writing promotes a thinking curriculum. Students need many opportunities to write across the content areas. Further instructions needs to spotlight grammar, writing exemplars, and critical thinking skills. Our instructional attention to these areas of concern will lift the level of achievement. In terms of the instructional program, the curriculum already in place needs to be supplemented by additional materials to deepen the work of language and vocabulary acquisition. More books need to be purchased to refresh our libraries and focus attention on special needs groups. To provide for these changes, school resources need to be allocated to purchase additional instructional materials to further instruction in writing, vocabulary, and grammar skills.
- We will expand our commitment to data interpretation to build literacy skills. Teachers will grow stronger in recognizing gains and gaps in achievement by digging deeper into the TC Assessment Pro tool to spot trends and address next steps. Students stalled at reading levels

will be discussed and more intervention strategies such as guided reading need to be implemented to move the achievement along.

- Literacy Buddy Partnerships will be expanded to strengthen leadership skills in our upper grade students and strengthen comprehension skills and strategies with our early childhood students.
- Grade 1 teachers will continue to use Foundations as a rigorous intervention program for students at-risk in our Extended Day Program. ICI's Special Education Network Support Specialist will continue to support the early childhood teachers with strong professional development that is differentiated in terms of their sophistication with Foundations.
- Ongoing assessments will be tied to modifying instructional strategies. The data resource where this is highly recommended derives from P.S. 139's 2007/2008 Quality Review.

Upper Grades 3-6

We are proud of our students' performance on the New York State 2009 ELA. 87.1% of our grades 3-6 students scored level 3 or level 4 to meet or exceed State Learning Standards. This is a gain of 7.6% from 2007-2008 performance measures on the New York State ELA. The Rego Park School relative to the Peer Horizon was 86.2% for the 2009 ELA. Through data analysis of the 2009 ELA by using ARIS, we continue to show student areas of weakness in short and extended responses. This is an area we will be spotlighting and strengthening with professional development.

On the 2009 New York State Mathematics Test 95.7% of our grades 3-6 students achieved a level 3 or level 4. This is a gain of 1.6% from the student performance measures for the school year 2007-2008. We scored a letter grade A for Student Performance. P.S. 139 relative to our Peer Horizon indicated on the 2008-2009 performed at 77.5%.

We made significant progress gains on the 2009 New York State ELA. The data cited from the Progress Report that 81.9% of students in the school's bottom third made one year's progress. This attests to the fact that P.S. 139's teachers are strategically using informative data to target explicit instruction with our at-risk students. 65.1% of students in grades 3-6 made at least one year of progress gain on the 2009 New York State ELA. Teachers are working smarter through inquiry teams and action/research plans to lift the level of the work. Strong professional development in Balanced Literacy coupled with professional development through Japanese Lesson Study Groups is truly helping our teachers with their practice. As you can see, we are on the move. However, we need to target the 34.9% of students still not making a year's literacy progress by closing the achievement gap with stronger scaffolded instruction.

In terms of the New York State 2009 Mathematics Test, 78.6% of our students made at least one year of progress. This is complemented by 80% of our students in the lowest third making at least one year of progress. We are making strong inroads to widen the scope of success for all students. We are heading in the right direction and need to focus more of our efforts on the 21.4% of our students not making a year's progress on the New York State 2009 Mathematics Test.

We are most proud of our affiliation with Columbia University's Teachers College for in depth literacy professional development for our teachers. Due to this dynamic partnership, our teachers have grown as a learning community and as result are able to execute best practices and research-based strategies in the classroom. Our students have benefited from the Balanced Literacy approach and are developing as strong readers and writers. This partnership has promoted a success story at P.S. 139.

The Inquiry Team was able to inform the staff and teachers on best practices that work effectively with students who learn differently. Small group instruction was the centerpiece for positive intervention services to accelerate learning for these students. In addition, our grade conferences

focused on interpretation of data from ITAs, Scantron performance tests, running records, writing pieces, logs, and attendance data about students. The Inquiry Teams, teachers involved in action/research plans, and teachers engaged in Japanese Lesson Study, served as a catalyst in fine tuning instruction for our at-risk students. In addition, we implemented a rigorous after-school AIS program for our struggling students. Intensive remediation in literacy was our focal point. The results speak for themselves. We succinctly aligned our instruction delivery and classroom environment to the California Professional Teaching Standards. Our conversations with the staff promoted dialogue on how students learn best and how data reveals a compelling story about each student.

A review of the New York City DOE Progress Report also indicated that 78.6% of students in grades 3-6 made at least one year progress as opposed to 74% of students' during the 2007-2008 State Mathematics Test. This is a significant gain for our students. Our strategies with our variable learners are reaping strong learning outcomes for our students. We are advocating a thinking curriculum which is more engaging and taps learning modalities and student ownership through measurable goals.

The 2007-2008 DOE Quality Review recommends that the school examine data in more depth to identify variations in learning outcomes for different groups of students. The data on the progress and performance of various sub-groups within the school needs to be examined to address what variables are impeding their progress. We have significant progress in tracking the performance and progress of our ELL students as an important sub-group. We are implementing instructional modifications more stringently. More attention to other sub-groups like the Hispanic/Latin sub-populations is being spotlighted. We need to call more attention to Hispanic students in the lowest third citywide. The 2007/2008 Progress Report indicates that 35.3% of these students made exemplary gains in mathematics. Results from the 2008/2009 reveal exemplary gains of 17.6% for this sub-population in mathematics. Clearly this is a significant drop that needs to be addressed with more rigorous strategies that support these students.

In addition, the 2007/2008 DOE Progress Report revealed exemplary gains for English Language Learners at 24.4% for the ELA. The Progress Report for 2008/2009 indicates exemplary gains of 23.7% for English Language Learners. Clearly this is a sub-population we will be addressing with more renewed sense of purpose to close the achievement gap. Presently, we will be adopting a modified push-in model for our ELL students in grades 1, 2, and 6 to promote student achievement. This co-teaching model will be supported with on-going professional development from the Administration and ESL Network Support Specialist. In addition, ESL co-teachers will share a common prep to foster collaboration and planning time. We will expand our participation in the DOE MY ACCESS online pilot program to build writing skills in our ELL students.

The June 2008 Quality Review results suggested that we need to make greater use of students' learning styles to maximize learning outcomes. Teachers need deeper professional development in establishing learning styles and learning modalities as important key elements in accelerating learning for all children. Delivery of instruction must take into account learning styles. We are continuing to facilitate professional development in this area with Teachers College study groups and our Science Japanese Lesson Study Groups led by our enthusiastic teachers and ICI's Science Network Support Specialist. We are building rich capacity from within our teaching staff. This year we are moving forward with more vigor supporting the area of differentiation of instruction to enhance student performance. In addition, we hope to deepen teacher use of technology through the recently acquired RESO A grant. We have equipped P.S. 139 with more Smart Boards, document cameras, and new technology lab with computer cross platforming, and numerous laptops and carts in classrooms. Technology supports effective instruction and was addressed as an area of improvement noted on the June 2008 Quality Review.

As cited for the recommendations on the 2008 Quality Review, we need to compare the learning outcomes of students receiving different types of interventions and instructional approaches. By

monitoring the students' academic growth in various targeted programs, we will be best able to discern the effectiveness of these support programs. This year we will target the AIS After School Program and carefully monitor growth.

The results of the Environmental Survey as noted on the 2008/2009 DOE Progress Report indicated a letter grade of C. Our calculated score was 7.1 out of 15. Communication with teachers and students and establishing a more visible disciplinary process in motion with the staff are areas that will be addressed this year.

Barriers to P.S. 139's continuous improvement include budget concerns. Because of the severe budget reductions for School Year 2009/2010, our financial resources are more limited. In addition, because we have a large population of ELL students, language barriers communicating with parents is always a concern. We make ample use of the DOE Translation Unit for all parent letters and employ translators during Parent-Teacher Conferences. We also have a staff with many teachers who are bilingual and often serve as translators for parents.

The Rego Park School is proud of its academic accomplishments, our note-worthy partnerships with parents and cultural organizations. We are a multi-cultural school community that embraces the total child and strives for excellence through academic rigor. Our school epitomizes the belief, "P.S. 139, the place where dreams begin."

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Based on the findings and implications from the comprehensive needs assessment of P.S. 139, determinations of P.S. 139's instructional goals are listed below. These goals will serve as a priority for the school community in moving students forward.

1. To strengthen and improve the literacy performance levels of our students in grades 3-6 on the New York State 2010 ELA from 87.1% to 88.8% achieving state standards as measured by the New York State 2010 English Language Arts Assessment. (This is a 2% gain.) As a result of our needs assessment, this is a priority goal for the 2009-2010 school year.

2. To deepen differentiation of instruction in ELA, Mathematics, and Science by incorporating student self-assessment strategies in the planning and delivery of instruction for SY 2009/2010. 90% of classroom teachers will employ student self-assessment techniques as measured by the California Professional Teaching Standards Continuum for the SY 2009-2010.

3. To increase by 2% students in grades 3-6 students making one year of progress from 78.6% on the 2009 New York State Mathematics Test to 80.1% progress on the 2010 New York State Mathematics Test as measured by the DOE Progress Report.

4. To increase a positive school tone for safety and respect for all stakeholders from 7.6 on the DOE SY 2008/2009 Environmental Survey to 7.9 as measured by the 2009/2010 DOE Learning Environment Survey.

5. To expand and increase the culture of inquiry among teachers participating in Inquiry Teams and alternative action /research plans from SY 2008/2009 26% to 90% in SY 2009/2010 as measured by the DOE Inquiry space.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To strengthen and improve the literacy performance levels of our students in Grades 3-6 on the New York State 2010 ELA from 87.1% to 88.8% achieving state standards as measured by the 2010 New York State English Language Arts Assessment. (This is a 2% gain.) As a result of our needs assessment, this is a priority goal for the 2009-2010 school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Strategies- Establish Buddy Partners where upper grade students join in a partnership with early childhood students to nurture literacy appreciation and emotional confidence as readers • Provide increased professional development and collaboration with Teachers College Literacy Staff Developers by broadening the base of pedagogical knowledge through study groups that reflect best practices with literacy. (20 visits during SY 2009/2010) • Increase time on task with sustained silent reading to build literacy stamina during independent reading in the Balanced Literacy classroom. Cite professional work of Dick Allington on reading stamina and reading achievement. • To build action research plans among the staff that spotlight the work of student literacy through inquiry • Teachers will take part in bi-monthly grade conferences with the Administration and look solely at students' work through the lense of continual achievement. Students' logs, post-its, running records, ITAs, attendance records, and published writing pieces will be examined. • Teachers in conference with students will write monthly measurable goals in reading, writing, mathematics, physical education, science, social studies, and the arts. These goals will be carefully monitored by the teachers with accurate record-keeping to note student progress and make necessary revisions. • Parents will be invited to participate in a Literacy Family morning. Parents will have an opportunity to observe and be engaged in the Balanced Literacy classroom. • Teachers in grades K-6 will participate in intervisitation sessions within their grade and

across their grade to impact next instructional steps and increase collaboration as a professional learning community

- Classroom teachers will participate in Teachers College Calendar Days to deepen their professional expertise in order to impact student learning.
- Students in grades K-6 will sharpen their critical thinking skills through art interpretation lessons during library time.
- Increase participation in Parents Book Club through a strong partnership between parents of P.S. 144 and parents of P.S. 139.
- To generate and distribute the Parent Update document and translated versions spotlighting student goals two times during the school year to foster better communication between the school and home environment.
- Teachers will develop professional expertise utilizing the document camera in the classroom to enhance instruction in literacy
- Workshops for parents highlighting the parent-school literacy connection will be presented to parents 5 times during the year involving the Parent Coordinator and designated staff members
- Parents will also participate in the ARIS Parent Link Workshop to deepen their understanding of this tool and its connection to student achievement facilitated by the Assistant Principal and Parent Coordinator
- The literacy connection will be further promoted with a Saturday Barnes& Nobles P.S. 139 storytelling event in November 2009. This school fundraiser will advance the joy of literacy through Principal, staff, and parent read alouds.
- Community Read Alouds through our Book of the Month initiative will weave a common thread of joy for literacy throughout the school building. This initiative will serve as an entry point rallying our readers. The Book of the Month will also give students an opportunity to respond and spark new ideas by showcasing their writing pieces on the hallway bulletin boards.
- The Principal will also tap the expertise of Teachers College mentor, Ms. Laura Kotch, in moving the school forward to build stronger readers. Ms. Kotch will visit P.S. 139 a minimum of twice during the school year and will serve as a vital resource to the Principal and Teachers College Staff Developers to sustain and improve growth.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

- The Principal will provide funding in the school budget to support the hiring of substitute teachers to facilitate further professional development on literacy best practices in lab sites and study groups. Funding will also be available for Teachers College Calendar Days.
- To access the resources of our technology teacher and librarian to assist and support classroom teachers in supporting the arts/literacy and engaging technology training
- The after school Academic Intervention Program for grades 3-6 will be implemented to add further support and target literacy assistance for our at-risk students twice per week for 90 minute sessions.
- The Principal will facilitate school programming to a seven period day to accommodate more planning and collaboration opportunities for the teachers and staff.
- The Principal will align Contract for Excellence Funds for targeted assistance of ELL students and former ELL students through small group instruction.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Weekly Formal Observations and daily Learning Walks will be conducted by the Principal and the Assistant Principal to assess the quality of instruction and implementation of literacy best practices in the classrooms. The Administration will reference the 2009/2010 Quality Review intervisitation tool.
- The Administration will glean evidence based on parents' comments on the Parent Update to monitor engagement with student goals.
- It will be noted by increased participation in the parents' book club activities, Literacy Family morning events, and writing celebrations.
- The Administration will glean evidence from reading logs, students' notebooks, writing folders, student generated computer initiatives, and art products on a daily basis.
- Results will be closely monitored monthly via the TC Assessment Pro, Acuity, Scantron, and ARIS portals. Gains and lags in student performance will be so noted and addressed.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Literacy, Mathematics, and Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To deepen differentiation of instruction in ELA, Mathematics, and Science by incorporating student self-assessment techniques in the planning and delivery of instruction for SY 2009/2010. 90% of classroom teachers will employ student self-assessment techniques as measured by the California Professional Teaching Standards Continuum</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Teachers in Grades K-6 will be provided professional learning opportunities at least 4 times during the school year to expand their knowledge of the meta-cognitive approach to learning. • Interest surveys that explore student reading and writing lives will be developed and used in an effort to accelerate student learning and achievement • To spotlight the use of student self-assessment strategies in our teacher-directed Science Japanese Lesson Study groups as a key point of entry for generating effective lesson studies with the support of our ICI Network Support Specialist • To target the development of student rubrics as benchmarks in the areas of literacy, mathematics, and science coupled with teacher input in assessing projects • To infuse our school and classroom libraries with literature that appeal to gender – based sub-groups and our variable learners. • To build a community of student reflective learners by completing “exit slips” and at the conclusion of lessons and units of study to measure growth and areas that need further attention. Rubrics will be implemented to set benchmarks. • To utilize low-inference transcribing of student conversations in an effort to assess student learning and learning modalities. What students say and do during an investigation is critical to assessing learning outcomes. This strategy will be modeled to teachers by our Network Support Specialist.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • The Principal will provide funding in the school budget to support the hiring of substitute teachers to facilitate intervisitations and the final culminating lesson study activity. During various cycles. • The Principal will provide support through effective scheduling that facilitates maximum collaboration among teachers. • The Principal will supply funding in the school budget for the purchase of professional learning texts and research articles on the meta-cognitive approach to student learning.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • The Administration will glean evidence from post-its, writers' notebooks, science journals, mathematics journals, post-its, and student generated reading logs and noticings. • Weekly formal observations, daily Learning Walks, and participation in Japanese lesson study culminating activities will be conducted by the Principal and Assistant Principal to assess the quality of instruction and the measure of student self-reflection and its impact on learning. • Projected gains will be noted through benchmarks established through student generated rubrics, Acuity, running records, writing published pieces, and Harcourt Science units of study, and "exit slip" responses generated by students.

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase by 2% students in grades 3-6 making one year of progress from 78.6% on the 2009 New York State Mathematics test to 80.1% progress on the 2010 New York State Mathematics Test as measured by the DOE Progress Report</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teachers in grades 3-6 will be interpreting data analysis on the 2009 New York State Mathematics Test in an effort to craft future instructional steps for students and form necessary small group instruction • Students at-risk will be targeted for pull-out small group instruction twice during the school week to strengthen math instruction with part-time teachers • Students will establish rubrics with teacher input to be used for self-reflection with math investigations on an on-going basis • The Assistant Principal will meet on a monthly basis supporting teachers with mathematical goals that are aligned with units of study and curriculum mapping • The Parent Update will be sent home two times during the year to inform parents of tiered assignments matched to goals that are aligned to the mathematics curriculum • Teachers in grades 3-6 will track performance of students with Acuity Periodic Assessments during Lunch and Learns. Teachers will use this information to address targeted assistance. • The AIS teacher will spotlight and assist those students in grades 3-6 not making a year’s progress on the 2009 New York State Mathematics Test. • The Principal will meet with grades 3-6 teachers twice per month and look at student mathematics journals and student math notebooks highlighting strategies used in an effort to accelerate learning • The Principal will implement an AIS After school program twice per week for 45 minutes centered on math instruction commencing in December 2009 for students not making a year’s progress on the 2009 New York State Mathematics Test

	<ul style="list-style-type: none"> • Kindergarten and grade 1 students will participate in a 100th day of school activities integrated with math concepts and infused with the arts • Teachers will receive training using the document camera during mathematics lesson to enhance student engagement and performance • Classrooms will participate in New York City’s Food Bank Cook Shop Program. Students will have an opportunity to measure foods and prepare healthy meals for this nutrition- based program. This taps math literacy.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • The Principal will allocate funding in the school budget for the AIS After School Program • The Principal will allocate funding in the school budget for per-diem days for the two part-time teachers for small group instruction • The Principal will hire substitute teachers to support teachers on an on-going basis for professional development • The Principal will tap Contract for Excellence funding for the AIS teacher to support students at –risk on a one to one setting or small group setting • The Principal and Assistant Principal will rearrange the school schedule to accommodate intervisitations and professional development to accelerate math literacy • The Principal will continue to support a seven period school day.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • The Administration will conduct purposeful Learning Walks and formal observations to evaluate the quality of mathematics instruction in the classrooms • Acuity Mathematics Periodic Assessments will be used to gage interim progress with student achievement • Evidence garnered from student mathematics notebooks and writing responses demonstrated from problem solving will be analyzed. • Evidence from agendas, sign-in sheets, and feedback from teachers at grade conferences will be used to monitor success in meeting this goal

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): All Academic Areas

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To expand and increase the culture of inquiry among teachers participating in Inquiry Teams and alternative action/research plans from SY 2008/2009 26% to 90% in SY 2009/2010 as measured by the DOE Inquiry Space</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • 90% of teachers will use expanded data resources such as ARIS, Acuity and TC Assessment Pro to develop a tracking system to monitor student growth. • Bi-monthly grade conferences will serve as a forum to spotlight sub-populations and their growth • To provide numerous opportunities for staff members to share out their action/research progress to their colleagues at grade conferences and faculty meetings. This strategic move will serve as a catalyst in expanding the culture of inquiry among the teachers. • Data will be disaggregated into Hispanic and ELL students by the school Data Specialist. Bar graphics and other data graphic organizers will represent the progress of students with literacy as measured by the ELL Periodic Assessments, NYSESLAT, Instructionally Targeted Assessments, Predictives, N.Y. State 2009 ELA, and 2009 N.Y. Mathematics Test, and running records. • Peer coaches and teacher leaders will provide support to teacher teams on an on-going basis in the interpretation of data and in navigating ARIS and Acuity. The Core Inquiry Team made up of peer coaches will lift the level of inquiry in the building by guiding professional development and analyzing summative school-wide data. The Core Inquiry Team will report back to the Principal about gains and progress. • Phase in and develop a push-in co-teaching model for ESL instruction to strengthen immersion in academic language. Grades 1, 2, and 6 will be targeted initially. • To implement and expand student participation in the online DOE writing tool, MY ACCESS, for ESL students. Attention will be focused upon improvement in the area of focus, content language, use of voice, and writing conventions.

	<ul style="list-style-type: none"> • Communication will be increased through weekly News and Notes generated by the Principal indicating each team's progress. Faculty Meetings will spotlight achievements in inquiry work. Teacher Teams will share out at grade conferences with the Administration.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • The Principal will support professional development of teachers and staff members through Lunch and Learns, common preps, and off site ICI professional development in technology and inquiry work to enhance data interpretation. • The Principal will provide funding in the school budget to support the hiring of substitute teachers to provide professional development to deepen the work of our Data Specialist • The Principal will modify schedules to maximize collaboration with the Inquiry Teams. • The Principal will provide funding in the school budget to support the hiring of substitute teachers to provide additional professional development of our Inquiry teams in the areas of data interpretation, technology enhancements through Excel, Microsoft Outlook, Powerpoint, and ARIS Connect to our private learning community
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • The Administration will glean evidence through conversations at faculty meetings, sign-in sheets, grade conferences, SLT, Cabinet, and one on one conversations with teachers to make recommendations for instructional school-wide changes. • Projected gains will be monitored by the Administration and noted through MY ACCESS, Acuity, TC Assessment Pro tool, and published writing pieces • Daily Learning Walks, daily formal observations will be conducted by the Principal and Assistant Principal to assess the quality of teaching and monitor the impact on learning. Informal observations will monitor the Conditions of Learning with targeted sub-populations. • Inquiry Space data will also be used as evidence for expanded inquiry work. • Inquiry findings and goals reached will be shared out by each participating teacher and all Inquiry Teams at P.S. 139's Promising Practice Share Fair scheduled for Brooklyn-Queens Day. This professional development is an opportunity to affirm our commitment to the teaching-learning process. • Completed teacher inquiry team proposals will remain on file in the Principal's office for review and interim monitoring.

items to encourage communication regarding administrative safety items.

- Twice per year a Respect for All Assembly Program will be implemented to review the Chancellor's Citywide Standards for Discipline and Intervention Measures. Excitement will be generated to encourage students to show ownership and pride in their actions.
- The Principal will rearrange school schedules to allot for monthly Student of the Month Assembly Program to recognize exemplary student conduct and good citizenship.
- The Administration will monitor the tone of the building through daily, purposeful Learning Walks and formal observations.
- To celebrate the Chinese Lunar New Year with a school parade. This will serve as a vehicle to promote respect for one's heritage and pride in community.
- Teachers will be encouraged to play soothing classical music during appropriate parts of the school day. Teachers will integrate the 4 disciplines of the New York State Arts Standards in their lessons. This will promote student engagement.
- To generate and distribute to parents a monthly Back Pack photo newsletter spotlighting the various exciting classroom projects and initiatives in the arts and across the curriculum at P.S. 139 for our school community.
- To initiate a monthly parent activity "Coffee with the Principal". The Principal will meet with each designated grade informally and discuss the accomplishments of the school and particular needs of each grade. The Principal will gain input from parents regarding family issues
- The Parent Coordinator will establish a weekly morning Healthy Lifestyle Walking Club to provide another forum for parents to discuss issues of importance that impact their children.
- Slide shows will be regularly displayed in the main lobby depicting the events of the week that capture the students engaged in fun activities.
- To utilize a telephone Message Center which will automatically generate safety messages to parents' homes.
- To deepen P.S. 139's parent e-mail network facilitated by our Parent Coordinator
- To involve students in service to the community through such organizations as Penny Harvest and St. Jude's Hospital.
- Provide numerous opportunities for the Code Blue Team to practice CPR techniques and protocol.
- To publicize the SAVE Room protocol for all teachers to access

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

- The Principal will rearrange the school schedule in order to promote effective assembly programs for students.
- The Principal will provide funding in the school budget to provide training to staff members of the School Response Team on crisis management and building evacuation
- The Principal will provide funding in the school budget to purchase services of various cultural organizations that target bullying interventions through assembly programs.
- The Principal will provide funding in the school budget to purchase a school telephone message center for parents.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- The school's Safety Committee composed of various stakeholders will actively monitor the success of our efforts through stronger communication with the staff and parents.
- Gains will be measured with a decrease in student disciplinary infractions and an increase in monthly commendation cards for each class.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	15	0	8	3
1	5	5	N/A	N/A	21	2	10	5
2	8	8	N/A	N/A	20	2	4	6
3	8	4	N/A	N/A	16	3	4	4
4	10	5	6	7	20	0	4	4
5	14	11	7	9	25	0	2	5
6	15	4	4	12	26	2	6	3
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Pull-out/Push-In Reading: Students not meeting the Standards are provided with weekly small group instruction in a pull-out model to assist them with acquiring strategies and skills needed to become independent readers during the school day two times per week during a 50 minute session.</p> <p>Extended Day Program: Students in grades 1-6 receive academic support in Literacy and test-taking strategies during small group instruction in our after school extended day program. Materials include skill books and practice test materials. Foundations, Leap Frog, and Wilson are used four days per week for the 37.5 minute sessions.</p> <p>Differentiated Instruction: Classroom teachers continuously assess students and provide remediation and enrichment to meet students' needs in Tier 1 settings during the school day. Learning styles and meta-cognitive approach to learning are emphasized.</p> <p>AIS After School Program: Students in grades 3-6 in need of additional assistance to meet the Standards participate in small group instruction designed to meet students' needs by using data to address strengths and weaknesses two days per week for 45 minute sessions.</p>
Mathematics:	<p>Pull-Out math: Students not meeting the Standards are provided with weekly small group instruction in a pull-out model to assist them with acquiring strategies and skills needed to become more successful. Articulation with upper grade teachers ensures congruence of instruction. This occurs two times during the week during 50 minute session.</p> <p>Extended Day Program: Students in grades 1-6 receive academic support in math and test-taking strategies during small group instruction in our Extended Day Program. Instructional materials, manipulatives, technology with computer-assisted instruction, skill books, and practice test materials. Are used. This occurs four days per week for 37.5 minute sessions.</p> <p>Differentiated Instruction: Classroom teachers continuously assess students and provide data-driven instruction for remediation and enrichment to meet student needs during the school day.</p> <p>AIS After School Program: Students in need of additional assistance in order to meet the Standards participate in small group instruction designed to meet students' needs by using data strategically to support instruction. This occurs two days per week during 45 minute sessions.</p>
Science:	<p>Differentiated Instruction: Science support is provided through hands-on experiment-based curriculum that focuses on vocabulary, scientific skills, and knowledge that can be applied toward the curriculum and state assessments in Science during the school day.</p> <p>AIS After School: Science support is given to students having difficulty meeting the state Standards.</p>

	This small group instruction meets twice per week for 90 minute intervals during February-May. Hands-on investigations exploring the scientific process are reviewed. Science academic vocabulary is emphasized.
Social Studies:	Reduced Student-Teacher Ratio: Support in Social Studies is provided through content area literacy in whole class, small group, and individual (conferences) instruction. Students learn strategies for success in nonfiction content reading and writing and apply these strategies toward document-based essays.
At-risk Services Provided by the Guidance Counselor:	Non-mandated counseling: individual, whole class, and small group counseling is provided to students to address social and academic skills, deficiencies, and needs to improve students' self-esteem and the school climate.
At-risk Services Provided by the School Psychologist:	Non-mandated counseling: As per the PPT meetings and teacher recommendations, students are identified to receive at-risk, ERSSA, or Crisis-Intervention counseling
At-risk Services Provided by the Social Worker:	Non-mandated counseling: As per PPT meetings and teacher recommendations, students are identified to receive at-risk, ERSSA, or crisis-intervention counseling
At-risk Health-related Services:	Medication: As per 504's, medication is dispersed, as needed, to children with allergic reactions (EpiPen) and for asthma (albuterol). The school nurse provides small group instruction to chronic asthmatics and meets once per week for 6 weeks during 50 minute sessions during the school day.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

2009-2010 LAP Narrative

IX. Completing the LAP (Attach narrative to this document and have it reviewed and signed by appropriate regional staff.)
School Principal – Monica Powers–Meade
Date October 19, 2009
Date
Superintendent Jeannette Reed
Date

P.S. 139 is a multi-ethnic and multicultural school. Our ethnicity is as follows: White: 29%, Black: 3%, Hispanic: 19%, Asian and others: 26%. 82.1% of the total school population speaks languages other than English at home. In the 2009–2010 school year 13.15% of our students is identified as Limited English Proficient. The main languages represented in our school are English, Spanish, Russian, and Chinese–Mandarin. We have a growing population of children from Japan, Egypt and Indonesia.

Our 3 ESL teachers hold Permanent New York State certificates in TESOL and Spanish. They speak Spanish, Russian, and Hebrew. They are highly committed to providing quality instruction to our ELLs. In their practices, they demonstrate knowledge about current scientifically based research in the field of ESL education, the impact of culture on learning and cognitive styles, and apply them daily. They use differentiated instruction to align with the students’ prior knowledge, learning, and language needs. Our ESL teachers demonstrate self-learning and self-professional development by attending off-site workshops, seminars and

conferences, as well as membership in professional organizations related to teaching ELLs. Our 3 ESL teachers attended a LAP Workshop in order to maximize their ability to formulate the current LAP. In order to finalize the LAP, a team comprised of the Principal, Mrs. Monica Powers–Meade, Assistant Principal, Mrs. Stephanie Lazarus, UFT Chapter Leader, Mrs. Erin Hookim, IEP Teacher, Mrs. Betsy Sparling, Guidance Counselor, Mrs. Justine Bono, Literacy Specialist, Darlene Hadoulis, PA President, Mrs. Diane Liebowitz, Parent Coordinator, Mrs. Nina Lipton, and the ESL teachers, Mrs. Frayda Sharaby, Mrs. Khanna Borukhov, and Mrs. Priscilla Perez observed ELLs in a variety of learning situations.

Our language allocation philosophy is total immersion in English with extra support which will help our Ells acquire social and academic language quickly. The students’ native languages are used to scaffold their learning. Bilingual libraries, dictionaries and glossaries are readily available. Students are paired together in common language groups whenever the need occurs.

Our teachers and staff are determined to provide high quality instruction to the English Language Learners in order to enable them to meet the New York State Standards, while providing a nurturing and supportive environment.

II. ELL Identification Process

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs.

At P.S. 139, there are several structures in place. At registration, every parent is required to fill out an appropriate Home Language Survey. At this time, whenever possible, a certified ESL teacher (our 3 ESL teachers are bilingual in Spanish, Russian, and Hebrew) explains the testing process, presents the program option survey, and

explains the different choices. During this interview, we determine if the child is SIFE and the level of education they have had in an English speaking school. If the ESL teacher is not available, the principal, assistant principal and testing coordinator have been trained to give the interview.

Within 10 days of enrollment, the LABR (and if necessary, the Spanish LAB) is administered. Children who are now eligible are put into age and level appropriate classes. In September the 3 ESL teachers evaluate the proficiency levels acquired by our ELLs on the Spring NYSESLAT. It is this instrument that drives our instruction and the structuring of our classes.

2. What structures are in place at your school to ensure that parents understand all three program choices?

At Kindergarten orientation in June and again in September, the ESL teachers explain the options and show the video to all interested parents. There is a general orientation for all grades after children have been identified and tested. The surveys and explanations are written in all the major languages. A question and answer period is provided. In attendance at the orientations along with the 3 ESL teachers are: the Principal, Assistant Principal, Parent Co-coordinator, and staff members who speak Chinese and other languages in order to facilitate communication. The Parent-Coordinator e-mails parents both in English and also translated versions in their languages. The orientation occurs both in the morning and in the evening in order to accommodate all parents. Any parent not able to attend the general orientation is met on a one to one basis.

The surveys are distributed and returned. During the school year as new children are admitted, parents are contacted and given the orientation on an individual basis. Parents have an opportunity to view the video and ask questions at any time during the year.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned.

After analyzing the results of the Spring NYSESLAT in September, a continued entitlement letter is sent to each parent from the ELL Parent letters available on the DOE website. Any child who took the NYSESLAT and is now proficient is sent a letter explaining that their child is no longer entitled, but will receive ESL accommodations for the next 2 years.

Parents of new admits are required to attend a parent orientation where they will become familiar with the choices and fill out the Program Selection Form. All the entitlement letters and Program Choice letters are kept in the Principal's office.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs.

After receiving the Parental Option letters and the Continued Entitlement letters, the ESL teachers review them carefully. Parents who opt for free standing ESL classes through the Option Form and Continued Entitlement Forms are notified that their child has been placed in an age and level appropriate class. Parents who opt for a Bilingual Program are invited to meet with the LAB coordinator. It has happened very rarely that a parent has requested their child be placed in a Bilingual setting. In each case we have been able to have the parent's ultimate choice fulfilled. (We have been able to find placement in a bilingual setting.)

5. After Reviewing Parent Survey, what is the trend?

In the last few years, the general trend has been the request for English as a Second Language classes. This year, we have

continue to provide language support to increase communication between school and parents.

Part III: ELL Demographics

1. *How is instruction delivered?*
 - a. *What are the organizational models?*

P.S. 139 has moved to a Push-In Model in grades 1,2, and 6. The ESL teacher pushes into these classes in grades 1 and 2 for 5 50 minute classes and in grade 6 for 4 50 minute classes, co-teaching with and supporting the classroom teachers. In grades K, 3, 4, and 5 the organizational model is a pull-out one. These grades meet in homogeneous leveled groups. Even within this model, we differentiate instruction for individual needs. Explicit ESL occurs during the ESL period where emphasis is placed on the acquisition of social and academic vocabulary taught through ESL strategies such as TPR, language experience approach, and sheltered English. Since P.S.139 is a Teachers College Project School and uses the Balanced Literacy approach, the ESL teachers also follow the Balanced Literacy and Workshop Models. Teachers conference with the students and plan differentiated instruction informed from the data of the ELL periodic exams, the NYSESLAT, and the State tests and Predictives that the students take in their classrooms. The classroom teacher is additionally provided with supplementary materials as well as useful internet websites. We have 1 bridge group of Grade 3 and Grade 4 Beginner/Intermediate level ELLs and a bridge group of 5/6 Beginner/Intermediate leveled ELLs. Our Special Ed students are mainstreamed for ESL in age level appropriate classes.

We plan after we review our piloted Push-In model to add more grades next year.

b. *What are the program models?*

The program model is, for the most part, homogeneously grouped in the same class. When levels are mixed (beginner and intermediate), grouping and instruction is differentiated.

2. *How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model?*

a. *How are explicit ESL and ELA minutes delivered in each program model as per CR Part 154?*

As required under CR Part 154, we will service our ELLs for no less than 180 minutes per week for our Advanced level students and 360 minutes for our Beginning and Intermediate students. Our ESL teachers Push-In to 1st, 2nd, and 6th Grades often during literacy to scaffold the instruction. All our students taking the ELA are in their classrooms during ELA instruction. Our ESL teachers meet regularly with mainstream teachers in order to align their instruction with that of the classroom and successfully scaffold instruction for our ELLs.

3. *Describe how the content areas are delivered in each program model.*

Our ESL teachers push-in to grades 1, 2, and 6 during literacy, social studies, math, and science. During our pull-out model, each teacher covers all content areas.

We have available bi-lingual libraries and dictionaries, as well as translated glossaries for math, science, and social studies in grades 3, 4, 5, and 6. Our school has a balanced literacy approach. During small group instruction and conferencing, the ESL teacher is able to determine and address the needs of her students, whether individually or in similar groups.

The language of instruction is English, but wherever possible, children of like languages are paired in groups in order to help both emotionally and linguistically a new admit. Our ESL teachers confer with the Science and Social Studies teachers in order to support content vocabulary and concepts for the ELLs.

4. *How do you differentiate instruction for ELL subgroups?*

We currently have 142 ELLs in our program. 120 ELLs, who includes 1 SIFE and 8 Special Education ELLs have been in the program for 0–3 years. 21 ELLs, who includes 1 Special Education ELL, have been in the program for 4–6 years and 1 ELL student has been in the program for **more than 6** years.

a. *Describe your instructional plan for SIFE.*

Presently there is one SIFE ELL in the 6th grade. She is placed in an age appropriate classroom. Whenever necessary, she is paired with a peer who speaks her language. She attends the Title III and AIS services, receives counseling, and has use of bilingual materials. She is enrolled in our SETSS program. At our PPT meetings SIFE students are discussed in order to coordinate and maximize services.

b. *Describe your plan for ELLs in US schools less than 3 years.*

Our plan for ELLs in the U.S. school system for under 3 years is very successful. Our Parent Coordinator reaches out to the parent and pairs him/her up with a same language speaking parent to familiarize the parent with the American school system. English classes are offered through Title III funding to the parents and grandparents in order to strengthen the families' linguistic needs. Notices, emails, and other materials are translated. Translators are also available to the parents at conferences and PA meetings. We provide before and after school programs for newcomers and provide them with LeapFrog materials to be used in the classroom (where appropriate they may take them home). Copies of the Rosetta Stone program are available for use while the ELL newcomer is in the classroom, under the guidance of the classroom teacher, trained in its use, and/or the ESL instructor. These ELLs are invited to attend our extended day program and are paired with teachers trained in ESL methodology. The ESL teacher differentiates instruction and groups these children at different times than the advanced leveled ELLs to provide for more social language development and improve their listening and comprehension skills. The lower grades also receive scaffolded instruction so as to align with State Standards and Balanced Literacy. During the extra mandated time for Beginners and Intermediate level students, a greater emphasis is placed on oral and aural development.

c. Describe your plan for ELLS receiving service 4 to 6 years.

Our plan for ELLs receiving service for 4 to 6 years is to offer continued support in the form of AIS instruction. At P.S. 139, one of our ESL teachers is a member of the PPT team. Those children who exhibit long-term learning lapses and behavioral problems are discussed at monthly meetings, where the Guidance Counselor, Psychologist, Social Worker,

and other service providers suggest appropriate strategies and interventions to help these struggling students. These students are placed in small group supplemental classes, attend our 37.5 minute academic intervention with teachers trained in ESL methodology, are offered SETSS , whenever needed , and are enrolled in our after school AIS classes. In addition, these children are encouraged to attend our Title III programs.

d. Describe your plan for Long-Term ELLs.

We currently have only 1 child who is receiving more than 6 years of ESL services. This child has been held-over, attended summer school, is in our 37.5 minutes of academic intervention, has received targeted small group instruction, and attends our Title III program. He also is enrolled in our Math and ELA AIS after school intervention programs. His parents have refused all other intervention attempts, including the SETSS program.

e. Describe your plan for ELLs identified as having special needs.

Our ELLs with Special Needs are mainstreamed into age appropriate ESL classes. Some of our ELLs have alternate placement paras who aid in their instruction. We offer AIS, Title III programs, and after school tutorials to these children to aid in their meeting the ESL standards. The Special Education Teachers have been trained in ESL methodology.

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas.

Our school has a variety of targeted intervention programs for ELLs in ELA, math, and other content areas. Our ESL teacher, in many cases, pushes in to the mainstream class during Reader's and Writer's Workshop to differentiate instruction for the ELL. Small group instruction is given to target ELLs by the reading and Math specialists. Our Title III before and after school program offers instruction not only by a licensed ESL teacher, but also by a classroom teacher knowledgeable in the instructional strategies needed for these specialized content areas. Our ELLs are regular participants in the 37.5 minute academic enrichment program and AIS after school programs in Reading and Math. Whenever needed, our ELLs also participate as AT-Risk or Mandated SETSS students. Wilson and Foundations is offered to those ELLs in need. Our direct instruction is in English. We do, however, use peer tutors, parent volunteers, and our multilingual staff to aid in translations. Bilingual dictionaries, libraries, and translated glossaries in the content areas are regularly used as part of instruction.

6. Describe your plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT.

We offer transitional support to our ELLs as they exit the ESL program. They are invited to attend AIS programs. In addition, in collaboration with the classroom teacher and Reading Teacher, an assessment is given to determine whether these children would also benefit from AIS instruction to improve vocabulary development, inferential reading skills, and writing skills. Our ELLs and recently proficient ELLs are part of our Inquiry Team studies. ELLs who exit the program will have extended time and separate location modifications, in addition to listening passages being read a third time for 2 years after passing the NYSESLAT.

7. *What new programs or improvements will be considered for the upcoming year?*

We plan next year to phase in additional Push-In models in more grades after reviewing our piloted push-in program this year. We will also add more Inquiry Teams studying the needs and possible interventions for our ELLs enrolled in ESL for more than 3 years.

8. *What programs/services for ELLs will be discontinued?*

We have no plans to discontinue any program or service now offered to our ELLs. We will continue to explore new programs.

9. *How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.*

Our ELL population is integrated in all aspects of academic and social life in P.S. 139. ELLs participate as monitors for classroom teachers and in the cafeteria during lunchtime thereby giving clear modeling for the grades and classes they serve. ELLs participate in the student governing body, are part of our Kappa programs, and participate in our Glee Club and International Festival. ELLs also participate in our athletic events, story-telling contests, and spelling bees. Our Title III programs before and after school encourage all grade 2 through grade 6 students to attend supplemental classes. ELLs are invited to the 37.5 mandated academic intervention program, the ELA and Math AIS classes, workshops for Social Studies and Science State Exams, and targeted small group instruction. ELLs are also encouraged to become part of our

Y program in order to have more social English linguistic experiences. Our ELLs are an important part of our dance program.

10. *What instructional materials, including technology, are used to support ELLs.*

The instructional strategy for all students at P.S. 139 is Balanced Literacy, using the Workshop Model in reading and writing. The Read Aloud is a component which is most beneficial to the ELL students. Appropriate books have been provided through school and Title III funds. Using Big Books and poetry, the ESL teacher is able to reach a wide range of students. Our ESL teachers also have been given access to multiple copies of books facilitating Book Club formats. Our libraries have “Just Right Books”, native language materials, dictionaries, both English and native language as well as a wide variety of Leap Frog materials. The Rosetta Stone program is used by our ESL teachers and it is available for use in the classroom by teachers trained in its use. Each of our 3 ESL teachers has multiple computers with Internet access and computer programs.

We have Scott Foresman and Hampton Brown leveled ESL textbooks. Our teachers were provided with leveled books and Big Books from both Rigby and Mondo. We continue to update our materials with monies from the Title III Grant. ESL teachers have been provided with a variety of books intended to improve Math skills and test taking skills.

Each ESL teacher has an overhead projector in order to model and demonstrate children’s work.

Our 4, 5, 6 grade ELLs are involved in an online DOE writing program called **My Access**. Children are given prompts and

submit their writing to Advantage Learning, and they receive immediate feedback as to where and how they can improve their pieces. The children are very proud of their product and during the summer we added a parent component.

11. *How is native language support delivered in each program model?*

Whether the model is Push-In or Pull-Out, our ESL teachers are sensitive to the native language benefit for all ELLs. All classrooms have native language materials; teachers provide content area materials relevant to current topics in the native language of the particular ELL of a class; the use of glossaries and dictionaries are taught and encouraged; children are paired with others of like native languages whenever the need arises, and parents are encouraged to be active participants and are enlisted to be volunteers to aid in the transition of newly arrived ELLs. P.S. 139 is very fortunate to have a staff fluent in many different languages. Our teachers, paras, aides, secretaries, and lunchroom staff speak a variety of languages including, but not limited to Korean, Chinese, Hebrew, Russian, Spanish, Serbian, Italian, Portuguese, Bulgarian, Bengali, Arabic, and Hindi. Whenever the need arises these members of our staff speak to and comfort the ELLs of their particular language groups.

12. *Do required services support, and resources correspond to ELLs' ages and grade levels?*

Every ELL is participating in age appropriate leveled classes and services.

13. *Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.*

Our newly enrolled Kindergarten students visit the school during the month of June before they begin classes. At this time they are able to meet the classroom and ESL teachers and observe classes going on.

Professional Development and Support for School Staff

1. *Describe the professional development plan for all ELL personnel at the school*

The ESL teachers attend Calendar Days at Teachers College on an ongoing basis. Here they learn and disseminate their newly acquired strategies and skills. Our ESL Network Support Specialist also facilitates professional opportunities for the ESL teachers, as well as the support personnel.

2. *What support do you provide staff to assist ELLs as they transition from elementary to middle school?*

We are a feeder school to Russell Sage Junior High School. There is articulation between the staff of both schools, including the Guidance Counselor. Besides an Orientation for both students and parents in the afternoon and evening, meetings are aligned to the needs of the ELLs. They are conducted with the staff of the Junior High School and the 6th grade teachers, the Guidance Counselor, the Assistant Principal, and the Principal.

3. *Describe the minimum 7.5 hours of ELL training for all staff*

Professional Development for all classroom teachers and service providers of ELLs is ongoing at P.S. 139. Our Principal, Assistant Principal, and Service Providers are included in the training sessions in order to provide consistent, differentiated, and meaningful instruction. ESL teachers meet with each grade to provide ESL strategies and ways to include newcomers and developing language learners. At least five of our monthly Faculty Conferences include ESL staff development on topics that include, but are not limited to: November 2: Testing Accommodations for ELLs and former ELLs; December 7: Adding ELLs to the Inquiry to eliminate the stall; January 4: Explaining the Co-Teaching Model in the Push-In classes; February 1: Peers as mentors to the ELLs; April 5: Preparing ELLs for the State Math Assessment. Our staff is provided with the 7.5 hours of ELL training during staff development days, during their Lunch and Learns, and Grade Conferences. Our ESL Network Support Specialist meets with the classroom teachers pairing with ESL teachers during the Push-In model to mentor and give suggestions.

Parental Involvement

1. *Describe parent involvement in your school, including parents of Ells.*

P.S. 139 is an open school, welcoming all parents. Parents are involved in every aspect of the school life. Parents are part of the School Leadership Team, the LAP Committee, and the Safety Committee. The Parent Co-Coordinator conducts workshops and makes certain that all materials are translated into the major language groups. We have parent volunteers to assist parents new to the system in their native language. Parents are invited to attend all class trips and assembly programs. We have Writing and Publishing celebrations to

which all parents are invited. Our parent attendance at teacher conferences is very high and we as for and respect all requests for translators. Our relationship with the PA is very good and our teachers regularly attend meetings to explain initiatives and State Test Taking Preparation. Our parents are encouraged to participate in Career Day. Through Title III funding we offer English classes to parent and guardians.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Our school regularly partners with the local library and Barnes and Noble.

3. How do you evaluate the needs of the parents?

Our Parent Coordinator, the classroom teacher, and the ESL teachers consistently reach out to parents to insure that their needs are being addressed. Questionnaires and emails as to translations, workshops, and attendance at programs are sent out to parents asking for parental input in the nature of workshops that will be offered. All materials are translated in the major language groups and efforts to have translators in attendance are made. The Parents' Association also distributes a survey to the parent body to discuss their needs.

4. How do your parental involvement activities address the needs of the parents?

The greatest need of our parent is the need of our ELL parents to be aware of how to assist their children in adjusting to a new school and language and how to be successful in the school environment. To that end, we offer workshops in Nutrition (Healthy Habits), Meeting State Standards, Workshop on ARIS, Parents do Communal Walk Together where they

meet and socialize with other parents as they walk through the community, Coffee and Communication, showing the parents how and when they can communicate with the school, Parent and Child Craft Workshops for holidays and other cultural celebrations.

B. After reviewing and analyzing the assessment data answer the following

1. What is revealed by the data patterns across proficiency levels and grades?

All of the 35 Kindergarten ELLs were tested with the F'2009 LABR. 59% of our Kindergarten ELLs tested at the beginning level and need assistance in the listening and speaking modalities before they can begin to meet the standards in reading and writing. The remaining 41 % of our Kindergarten ELLs, while needing practice in listening and speaking, will receive increased attention in the reading and writing modalities.

An analysis of our 1st through 6th grade ELLs, excluding the newcomer population, indicates that although the 4 modalities must be addressed, the greatest areas of weakness are in reading and writing.

Although there is no where to indicate proficiency in any of the NYSESLAT Modality Charts provided in this Worksheet, Two Grade 1 ELLs and 5 Grade 2 ELLs are proficient in Reading and Writing. Paradoxically, in the Listening and Speaking modalities the statistics show that 2 Grade 1, 4 Grade 2, 13 Grade 3, 10 Grade 4, 6 Grade 5, and 7 Grade 6 students have met proficiency levels. Our teachers, at grade conferences and during Faculty conferences, have been apprised of the trends and are being offered support in adjusting their lessons to the needs of the particular ELLs in their classes. We must work intensely with the newcomers to increase their speaking and comprehension skills while keeping them abreast of the academic skills and knowledge (especially Social Studies in the 5th grade).

An examination of the data on our 3, 4, 5, and 6th grade ELLs reveal that 97% of 3rd grade ELLs, 98% of 4th grade ELLs, 80% of 5th grade ELLs and 100% of 6th grade ELLs fall into the Intermediate and Advanced levels.

85% of the ELL population has been in the program for 3 years or less. 20 students have been receiving ESL services for 4 years or more. One of our ELLs has been in the program for more than 6 years. The number of students entitled to Special Services (SETSS) is spread evenly between those who have been in the ESL program for 3 years or less and those who have been in the program from 4 to 5 years.

We further studied the data for our 3rd to 6th grade students, analyzing their scores from one year to another to determine whether they are showing improvement or little to no growth on the NYSESLAT. Our second grade ELLs showed an overall increase in points from the S'2008 to the S'2009 NYSESLAT exams in three of the 4

modalities. However, we found that several of the students scored lower on the Listening portion from one year to the other. We found, furthermore, that the same held true for the 3rd grade ELLs. Although there was improvement from most students in all 4 modalities, several of them went down in the Listening section. Based on this data, we conclude that more emphasis must occur on dictations, listening games, and other activities which will enhance our ELLs skills in the listening modality. 13 3rd Grade students in the 2008–2009 school year took the State English Language Arts Assessment (ELA): 3 students received a score of Level 3, 9 students received a score of Level 2, 1 student received a score of Level 1 and 1 student was exempt. 6 of this years 3rd grade ELLs are receiving mandated services. Based on an analysis of the S'2008 and S'2009 NYSESLAT exams our third grade had an overall increase in all 4 modalities from one year to the next.

2. How will patterns across the four modalities affect instructional decisions?

35 of our 35 Kindergarten ELLs have been in an English language school system for less than one year. We will encourage parents to become involved in parent workshops and to enroll their children in after-school. English language programs such as the Y. We work with LeapFrog programs and other technological materials to continually assess our Kindergarten and 1st grade ELLs' skills and to increase their active use of English. A push-in model has been developed to give more support to our kindergarten and 1st grade ELLs during Readers and Writers Workshops in order to improve phonemic awareness and writing skills. As for our other grades, we will work on all four modalities,

but focus on the areas of need, which are reading and writing.

We find that after 2 to 3 years in an English Language system, our 3–6 grade ELLs (with the exception of Special Ed) have mastered the listening and speaking modalities. Their reading and writing skills are weak. A beneficial decision would be to continue to offer before and after school support classes for these grades. In addition, the 37 ½ minutes added to the end of the day will help these children receive additional instruction and increase their scores. Our school will continue to invest in the Leap Frog system and other computer programs (Rosetta Stone, etc.) designed for ELLs providing assistance in all the modalities through technology.

Our additional 37.5 minutes of small class tutorial service has been structured to help the struggling ELLs. We have carefully planned and assigned our licensed ESL teachers to support the groups that have the most ELLs. At this time, the children with similar needs receive differentiated instruction in very small groups that target their specific needs. Children who need the most help in the different modalities are grouped together. The small groups encourage these usually reluctant students to participate at a rate that they are able to handle.

To our 3, 4, 5, and 6th grade ELLs, we will continue to offer Academic Intervention Services during the school day and after school in small group instruction.

We believe that the Balanced Literacy approach used in the classroom, scaffolded by the ESL teachers and other support staff will continue to raise the number of proficient ELLs at P.S. 139.

3a. Examine *student results*. *What are the patterns across proficiencies and grades?*

How are ELLs faring in tests taken in English as compared to the native language?

After examining the data from the TC Assessment, it was determined that those ELLs achieving the lowest levels were newcomers and those who have been identified as having processing difficulties and are receiving SETSS and Special Ed. services.

An examination of the ELL Interim Assessments reveals that 3rd and 4th grade ELLs scored heavily in Level 1, while a higher percentage of 5th and 6th grade ELLs scored at levels 2 and 3. This indicates that the majority of our upper grade students are approaching or meeting the standards for ESL. During Grade Conferences and during articulation opportunities, the ESL teachers have articulated the results of the ESL Interim exams, and are developing strategies and differentiated instructional activities to help these children.

Our Title III program gives great emphasis to academic vocabulary and strategies that ELLs would need to know to be successful on the State Math Assessment. This year 2 ELLs (1 in Grade 4 and 1 in Grade 6) scored a Level 1 on the State Math Assessment. Of the 2, 1 is in a self-contained Special Ed classes and 1 ELL entered this country in September. 28 of our 31 ELLs in grades 4–6 received Level 3 and 4 on the State Math Assessment

Finally, the results of the 5th grade NYS State Social Studies (2008–2009) test showed a minimal improvement over the

previous years results. Four of the 10 ELLs scored on a Level 1 (one of the ELLs receiving a 1 is in a self-contained Special Ed. Class); 1 scored a Level 2 and 5 scored a Level 3. This year we focused on increasing our level of attention to the acquisition of vocabulary and writing skills to address the needs of our 5th grade students in the area of Social Studies, and we see that our efforts led to successful outcomes. During our Title III program, a mainstream 5th grade teacher teamed with the ESL instructor to give the 5th grade ELLs added practice on DBQs and the vocabulary needed to be successful on the Social Studies exam. This proved to be so successful that it will become a permanent component of the Title III program for 4th and 5th graders.

b. Describe how the school leadership and teachers are using the results of the ELL Interim Assessments.

Copies of the ELL interim assessment were made available to teachers and the School Leadership Team. The individual reports were essential in targeting each child's specific strengths and weaknesses. The ESL teachers will work with the classroom teachers to differentiate instruction in order to maximize support.

c. What is the school learning about the ELLs from the Periodic Assessments? How is the Native Language used?

Our students display appropriate development in Basic Interpersonal Communicative Skills. We need to put more emphasis on developing and enhancing Cognitive Academic Language proficiency through designing and implementing a more rigorous approach to teaching writing and reading to our English Language Learners, along with providing high quality maintenance to

ensure mastery in Listening and Speaking. We will need more collaboration with the classroom teachers to achieve our goal. We will need to expand professional development in order to expose our classroom teachers to ESL methodologies and techniques. We will focus more on articulation and the sharing among the teachers to ensure congruency of instruction.

We provide native language dictionaries, books, and support staff to scaffold instruction. We pair ELLs of like languages when support is needed.

Our psychologist and social worker are bilingual and conduct their interviews, when necessary, in the child's native language.

5. *Describe how you evaluate the success of your programs for ELLs*

We use several criteria to evaluate the success of our program. We look to see how many years our ELLs are in ESL before they exit the program. Of our current ELL population of 142, 121 of them are in the program 3 years or less. We have only 1 long-term ELL. Of the 20 ELLs receiving service for 4-6 years, 4 are in self-contained Special Ed classes and 11 are in Mandated or At-Risk SETSS. We further evaluate to see if the students are making individual progress from 1 year to the next in the separate modalities on the NYSESLAT exams. Many of our students are proficient in one or more modality and are most are improving from one year to the next. We evaluate our program by seeing that our students have acclimated to the school and are involved in many of the social and athletic activities offered.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District	School P.S. 139
Principal Monica Powers–Meade	Assistant Principal Stephanie Lazarus
Coach	Coach
ESL Teacher Frayda Sharaby	Guidance Counselor Justine Bono
Teacher/Subject Area Darlene Hadoulis/Literacy	Parent Diane Leibowitz
Teacher/Subject Area	Parent Coordinator Nina Lipton
Related Service Provider Betsy Sparling	SAF Diane Kay
Network Leader Peggy Miller	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	875	Total Number of ELLs	142	ELLs as Share of Total Student Population (%)	16.23%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0
Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained										0
Push-In/Pull-Out	35	28	20	21	16	10	12			142
Total	35	28	20	21	16	10	12	0	0	142

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	142	Newcomers (ELLs receiving service 0-3 years)	121	Special Education	7
SIFE	1	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	1

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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	120	1	8	21	0	1	1	0	0	142
Total	120	1	8	21	0	1	1	0	0	142

Number of ELLs in a TBE program who are in alternate placement: _____

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	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0									

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both _____

Number of third language speakers: _____

languages): ____	
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Other: ____

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	18	10	9	7	5	1	3			53
Chinese	4	2	3		1		1			11
Russian	6	9	5	7	4	6	5			42
Bengali					1					1
Urdu										0
Arabic	1	3	1	3	2	2	2			14
Haitian Creole										0
French	1									1
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other	5	4	2	4	3	1	1			20

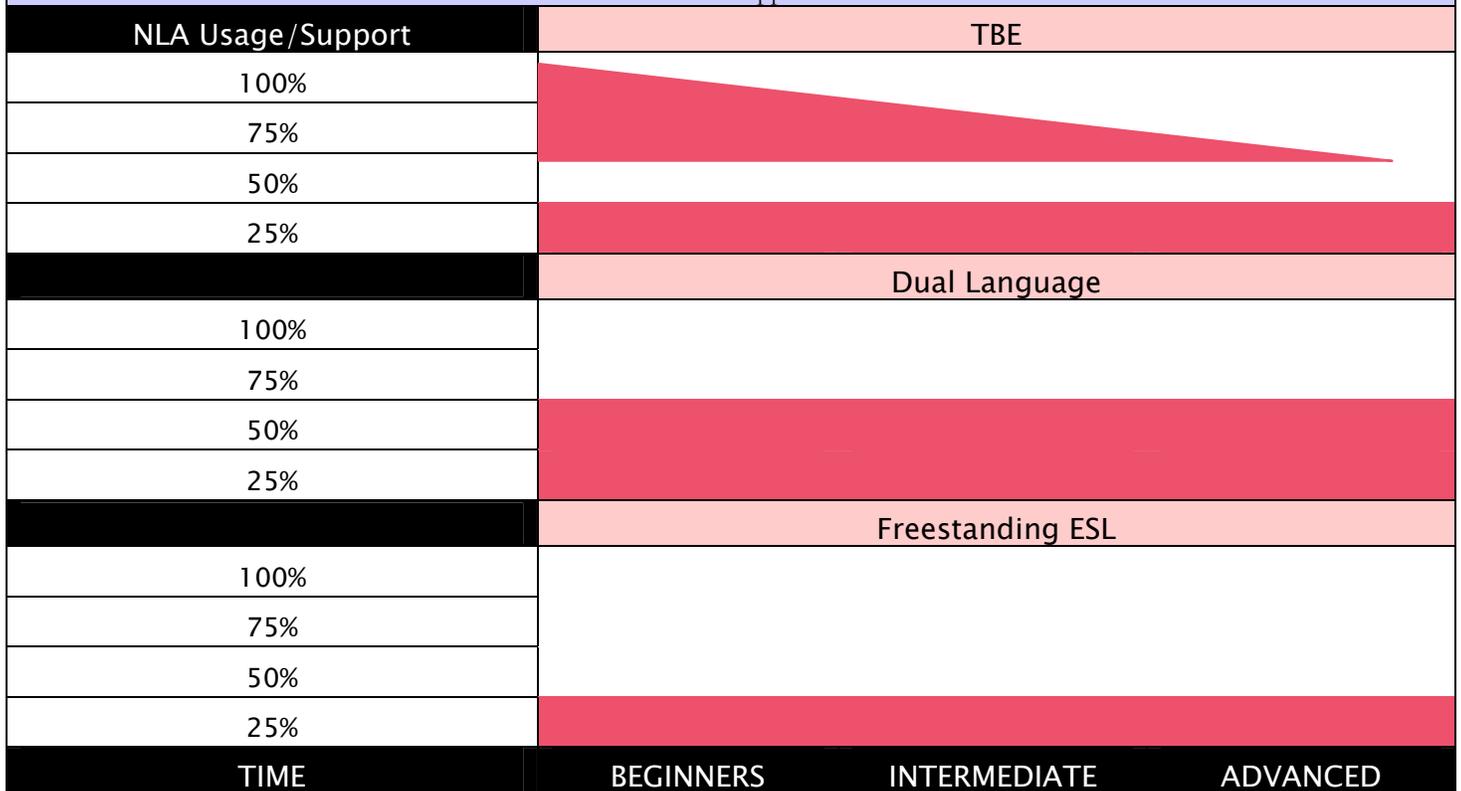
Programming and Scheduling Information										
<p>1. How is instruction delivered?</p> <ol style="list-style-type: none"> What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])? <p>2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?</p> <ol style="list-style-type: none"> How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? <p>3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.</p> <p>4. How do you differentiate instruction for ELL subgroups?</p> <ol style="list-style-type: none"> Describe your instructional plan for SIFE. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs. Describe your plan for ELLs receiving service 4 to 6 years. Describe your plan for Long-Term ELLs (completed 6 years). Describe your plan for ELLs identified as having special needs. 										
TOTAL	35	28	20	21	16	10	12	0	0	142

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

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	35	12	3	0	0	1	1			52
Intermediate(I)		8	3	8	6	2	1			28
Advanced (A)		7	11	12	7	4	9			50
Total Tested	35	27	17	20	13	7	11	0	0	130

4	0		0		5		2		7
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		1		5		0		10
8									0
NYSAA Bilingual Spe Ed									0

ECLAS-2						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

EL SOL						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

B. After reviewing and analyzing the assessment data, answer the following

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

2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Stephanie Lazarus	Assistant Principal		
Nina Lipton	Parent Coordinator		
Frayda Sharaby	ESL Teacher		
Diane Leibowitz	Parent		
Darlene Hadoulis/ Reading	Teacher/Subject Area		
Betsy Sparling AIS Provider	Teacher/Subject Area		
	Coach		
	Coach		
Justine Bono	Guidance Counselor		
Diane Kay	School Achievement Facilitator		
Peggy Miller	Network Leader		
	Other		
	Other		

Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 1-6 **Number of Students to be Served:** 65 **LEP** **Non-LEP**

Number of Teachers 8 **Other Staff (Specify)** school secretary, supervisor

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Program 1: Target Population: Grades 2 & 3 ELL Students (anticipate 20-25 students will accept) Our ESL students compromise a large percentage of our population, and in the early grades need to develop language, writing, and comprehension skills to be successful in the school community. This program's language instruction will be English, with bilingual support from bilingual dictionaries, glossaries, and libraries and bilingual staff, in order to be sure our ELLs can respond and participate appropriately in the classroom environment. The data from our Spring NYSESLAT and the Interim Assessment reveals that listening skills is a problem area with the 2nd and 3rd grade ELLs. This program will utilize the LeapFrog instructional and assessment materials, as well as listening stations to help address this area of need. Children will receive immediate feedback to their responses, which maximizes students' time on task. This program is intended to provide the children with extra support in preparation for future standardized testing in Language Arts, Mathematics, Science, and Social Studies. The mainstream teacher is the content specialist and the ESL teacher, whose specialty is in language and literacy acquisition, is able to share language strategies and assist in the scaffolding of language and content.

Teachers: 1 Licensed ESL teacher and 1 Classroom teacher

Time: 7:00-8:00 A.M. Tuesday and Wednesday

Duration of Program: December- April

Materials to be used: LeapFrog System, CD Player with tape deck, software, earphones, Newcomer Phonic books, Library books, both native language and English, various genres, consumables (such as, but not limited to: notebooks, composition paper, test taking materials)

Program 2: Target Population: Grades 3&4 ELL students and those ELLs who recently exited the program and are recommended by their teachers. (Anticipate 20-25 students will accept). Our aim is to support the Reading and Writing Workshops, academic vocabulary development, dictionary skills, the math, science, social studies curriculum, and test taking skills. The children will be instructed in English. The activities will include, but not be limited to: graphing, using geometric shapes, patterns, and word problems. Translated glossaries and dictionaries will be used to teach Math and Science. Assessments will include the ELL Periodic Review, Harcourt Brace and other materials professionally designed for the NYSESLAT and 4th Grade Science test, as well as the ELA and Math State Tests. The mainstream teacher is the content specialist and the ESL teacher, whose specialty is in language and literacy acquisition, is able to share language strategies and assist in the scaffolding of language content.

Teachers: 1 licensed ESL teacher and 1 Classroom teacher

Time: 3:20- 4:50 P.M. Mondays

Duration: December- April

Materials to be used: Classroom libraries, bilingual dictionaries, test taking skills workbooks, exemplar books for Read Alouds and Shared Reading, consumables

Program 3: Target Population: Grade 5 & 6 students scoring between the beginning and intermediate levels of the NYSESLAT and Level 1 & 2 on the City and State ELA and Math tests, along with teacher recommendation (approximately 30 students- 2 classes)

5 & 6 Grade ELLs are required to take the State ELA State Math, and Social Studies Exams. These ELLs require support in content area vocabulary, American idioms and master texts. Students need to develop skills in graphing, word problems, and writing skills (including DBQs). Instruction will be in English. The mainstream teacher is the content specialist and the ESL teacher, whose specialty is in language and literacy acquisition, is able to share language strategies and assist in the scaffolding of language and content.

Teachers: 1 licensed ESL teacher and 2 Classroom teachers

Time: 3:20- 4:50 P.M. Wednesdays

Duration: December- April

Materials to be used: Classroom libraries, bilingual dictionaries and glossaries, test taking skills workbooks, software such as the Rosetta Stone, overhead projectors, consumables

Program 4: Target Population: Parents and Grandparents of ELLs: We aim to help our parents achieve fluency in English, acquire everyday skills, and improve parent/school communication. Parents will receive instruction on strategies to use with their children to support instruction. Workshops before every major assessment will be given in order to ensure that our parents are knowledgeable and can support their own children.

Teacher: 1 licensed ESL teacher

Time: 4:00-6:00 P.M. Mondays

Duration: December- April

Materials: ESL printed materials (for example: Elizabeth Claire's English News, Holiday Celebration, Step by Step Texts) and workbooks geared to an adult population, consumables (including, but not limited to notebooks, composition paper, pencils, and transparencies.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development for all teachers and service providers of ELLs is ongoing at P.S. 139. Our ESL teachers attend professional development through Columbia Teacher’s College, ProTraxx, and QTELL. Our ESL Network Support Specialist not only conducts workshops for our ESL staff in which ESL teachers from other schools within the Network can offer support and suggestions, but also gives support to mainstream classroom teachers by modeling ESL strategies, sheltered English, and differentiated instruction. Our ESL Network Support Specialist is also instrumental in ensuring that our new pilot program of the ESL push-in model is successful. Our ESL teachers instruct mainstream teachers in the use of LeapFrog programs and other software that can be used to support and augment the time on task of a new ELL entrant. Our staff is provided with the 7.5 hours of ELL training during Calendar Days, during before and after school sessions, and during their Lunch and Learns. An ESL teacher is present at Grade Conferences, not only to align ESL instruction to the classroom instruction, but also to provide suggestions and strategies for particular areas of content studies that would be useful for the teacher of an ELL student. At least 5 of our monthly Faculty Conferences include ESL staff development on topics that include, but are not limited to: **November 2**: Testing Accommodations for ELLs and Former ELLs; **December 7**: Adding ELLs to the inquiry process to eliminate the stall; **January 4**: Explaining the Co-Teaching Model in the Push-In classes; **February 1**: Peers as mentors to the ELLs; **April 5**: Preparing ELLs for the State Math Assessment. In **November** there will be a Lunch and Learn for 5th grade teachers entitled: ELLs and the Social Studies Assessment. In **March**, the 4th Grade Conference will feature the Science teacher and the ESL teacher to articulate the needs of the ELLs in preparing for the Science Assessment.

Form TIII – A (1)(b)

School: P.S. 139 BEDS Code: 342 8000 10 139

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session	\$ 16,060.00	250 hours of per session for ESL and General Ed teachers to support ELL students: 250.5 hours X\$ 49.89= \$ 12, 497.50 67 hours of per session for a Supervisor X \$ 51.34= \$ 3,440.00 4 hours of per session for payroll secretary X \$ 30.65 = \$ 122.60
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 3020.00	Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books, Phonic and Test Taking Skills Workbooks, Leveled Books, Hampton Brown Avenues materials, Bilingual Dictionaries, Consumables
Educational Software (Object Code 199)	\$ 2700.00	2 Rosetta Stone language development software packages for after school program, software for vocabulary development for newcomers
Other:	\$500.00	Planning time for articulation among the ESL teachers and the mainstream teachers in order to further collaboration during the program.

TOTAL	\$22, 280.00	
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APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We look at home language surveys, the ATS printout of languages spoken by students, holistic assessment through social interaction with parents, and interviews with students and members of their families. A questionnaire is also sent to parents to find out which language they are most comfortable with.

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

We collaborated with the Parents' Association, the Parent Coordinator, ESL teachers, and other providers to determine the results of the needs assessments. We then determined the major language groups represented in our school. (Spanish, Russian, and Chinese)

Part B: Strategies and Activities

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

The Parents' Association and the SLT developed a strategy. We identified people who were capable and willing to translate from our staff and parents. We have a multi-cultural staff proficient in many languages as well as parent volunteers. In addition, we regularly use the services of Central's Translation Unit to translate letters to parents.

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

We will provide translations at Parent-Teacher Conferences as well as daily conferences in our school. Before Parent-Teacher Conferences, we make a list of students whose parents need translators and set up a schedule to accommodate them. We will hire

outside translators to accommodate those parents in need. During our everyday routine in house translators are always available to meet the needs of our parents. Parent volunteers regularly translate.

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

At the beginning of the school year, every child is presented with a packet of information. Included in this packet is a copy of the Bill of Parent Rights and Responsibilities. Whenever we know that the individual parent is in need of a translated copy, a translated version is sent in the appropriate language. As the school year proceeds, the Bill of Rights is included in the registration materials. Just as the Home Language Survey is distributed in various languages, so is the Bill of Rights. Translated signs are posted at all doors to the school and in the lobby near the Security Guard.

Our Safety Plan also reflects the need of our parent population to receive information in their native language and to have equal access to all important documents in the major languages.

We have translated all important letters that go home to parents who require them. We have also begun to conduct PA meetings in other languages. There is always a translator available at every meeting. We also access the Translation Unit services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$0	\$389,540	\$389,540
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,895		\$3,895
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		0	0
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$19,477		\$19,477
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		0	0
6. Enter the anticipated 10% set-aside for Professional Development:	\$38,954		\$38,954
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		0	0

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Public School 139
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Rego Park, New York 11374
(718) 459-1044
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Monica Powers-Meade
Principal

Stephanie Lazarus
Assistant Principal

P.S. 139 School-Parent Compact

The Rego Park School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009/2010.

Required School-Parent Compact Provisions School Responsibilities

The Rego Park School will:

- ⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Students will be fully engaged in the learning process through the consistent usage of the Teachers College Workshop Model in both reading and writing. The caliber of the curriculum through Teachers College's balanced literacy approach is research-based, fully supportive of students reading "just right" texts, and showing steady gains in literacy skills. All curricula will be aligned with the New York State Learning Standards and be instructionally coherent in lifting the quality of student work.

The assessed needs of students will be the driving force behind the delivery of instruction. Students will engage in carefully, crafted lessons and investigations that support critical thinking skills, independent learning by spotlighting preferred learning styles, and student self-reflection. Writing will be encouraged across the content areas as it promotes a thinking and robust educational program. The arts will be integrated in all subject areas to support student achievement of Title I programs, plans, and policies. All stakeholders will work closely together to impact student learning in a supportive learning environment.

- ⇒ hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Specifically, the Parent –Teacher Conferences will be held on Tuesday, November 10, 2009 and Tuesday, March 16, 2010.

- ⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Parents with students in grades 1-6 will receive three report cards per year indicating the progress of their child in November, March and June. Kindergarten parents will receive a narrative report of their child's work in November 2009 followed by two DOE Report Cards in January and June. In addition, parents of students in K-2 will receive TC Parent Link letters three times during the year indicating strategies parents can use at home to enhance achievement. Parents of students in grades 3-6 will receive access to student performance data in Acuity for periodic assessments in the fall of 2009 and state achievement results in ARIS Parent Link. A workshop regarding navigating ARIS Parent Link is scheduled for October 2009.

- *Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene a meeting at a convenient time for parents so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs. Ms. Rueda, our District 28 Family Advocate, will visit parents on Wednesday, October 28, 2009 at 6:30 p.m.*
- *The school will provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading*
- *Provide each parent notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e as per NCLB.)*
- *Provide information to parents in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand*
- *Notify parents regarding small group instruction work outside the classroom on a needs basis*
- *Host the required Title I Parent Annual Meeting on or before December 1, 2009 to advise parents about the school's Title I funding*

⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Staff will be available to and for consultation with parents during preparation periods during the school day and before the school day begins by scheduled appointment with the teacher. Conferences before the start of the school day or after the conclusion of the school day, must be agreed upon by the teacher. Teachers will communicate with parents on a needs basis to update them on the child's progress. Teachers will also lead several parent information workshops during the day and in the evening throughout the school year to foster student achievement. Parent outreach is the key to the success of P.S. 139.

⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

Parents will be invited to attend writing celebrations in the classroom at the conclusion of a writing unit of study. Parents will be invited to participate in art residency culminating activities. Parents will be invited to attend Student of the Month assembly programs or to assist teachers with arts and crafts activities on a need basis. Parents will be invited to attend the American Open School Week scheduled for November 2009. At the launch of the school year, parents will participate in Curriculum Conferences with the classroom teacher to review responsibilities and expectations for a successful school year.

Parent Responsibilities

TITLE I – PARENT COMPACT

Ways in which parents will support their children’s learning:

- Making sure our children arrive at school each day, except when ill, on time and prepared to work.
- Checking to make sure that homework is done.
- Bringing concerns about our children’s educational development and progress to the attention of the teacher and/or other appropriate personnel.
- Notifying school personnel of circumstances that might adversely affect our children’s performance in school, with the expectation that school personnel will treat such information as confidential and privileged.
- Monitoring the amount of time our children watch television and engage with other forms of electronic entertainment, and the type of program(s) they watch and games they play.
- Volunteering in our children’s classrooms, or elsewhere in the school building; by, for example, chaperoning class trips for classes other than our own child’s, helping office staff to distribute flyers and notices, helping the parent coordinator prepare packages for workshops, helping to assist in the schoolyard if and when asked, and other similar activities as may be permitted or requested by school administration.
- Participating, as invited, as necessary and as appropriate, in decisions relating to our children’s education, by, among other things: attending parent-teacher conferences in the fall and spring, responding to notes from and writing notes to teachers regarding issues affecting our children’s performance in school, and requesting conferences when necessary.
- Staying informed about our children’s education and communicating with the school by promptly reading all notices from the school or the school district, and responding, as appropriate; as well as by attending Parent Association meetings and workshops offered by either the Parents’ Association or the school.
- Serving, to the extent possible on policy advisory groups and/or committees, such as Title I, School Leadership Team, District-wide Policy Advisory Counsel, or other policy groups.

Title I Parent Involvement Policy

P.S. 139Q will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level, by means of workshops in the following subject areas:

Literacy – Parents will be invited to participate in a literacy lesson just like the ones the students have in school every day.

Math – Family Math Night featuring games and activities modeled after those in the Everyday Math textbooks.

Math for Grades K–6 – Learn what students in grades K-6 are learning and how parents can support their children’s classroom work at home.

Computer – Parents will learn how to navigate various online resources, as well as how to utilize basic software, in order to assist their children in doing research and writing by using analytical skills to figure out how to find the information they need.

2. Sharing information about school and parent related programs with parents who are new to the school system as well as parents of ESL/ELL students.
3. Fostering a sense of community while at the same time reinforcing school-parent connections and academic achievement through family trips to museums and other cultural institutions, facilitated by the Parent Coordinator with the assistance of the Parents’ Association.
4. Supporting student achievement both in the classroom and at home by adding books to the classroom libraries that children can add to their daily reading logs.
5. Providing professional development opportunities for school staff and parents to help build self-esteem and improve communication and conflict-resolution skills.

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by _____ on _____.

The final version of this document will be distributed to the school community on _____ and will be available on file in the Parent Coordinator’s office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school’s CEP and filed with the Office for Family Engagement and Advocacy.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
Please refer to pages 11-14 of our CEP. This summary indicates our needs analysis areas of strength and areas that indicate weakness and underachievement. As always, our noticings were based on quantitative and qualitative data.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Our school wide reform strategies will be used to create an environment that promotes excellence in instruction. Professional development for the staff will spotlight differentiation of instruction in the areas of student choice, capitalization of preferred learning styles, and vesting students in the self-assessment and reflection process. These best practices will personalize instruction for our students by advancing the academic and the social aspect of learning. Students will take an active role in personalizing measurable goals and tracking their growth with the assistance of their teachers. Next steps will be articulated by all learners.

In addition, more time will be allotted for sustained silent reading during the instructional day to advance vocabulary and comprehension during the reading workshop and the Extended Day. This is of course based on scientific- research evidence that lauds the value of sustained silent reading to advance reading stamina habits in our students. We will use instructional time more effectively. This addresses the needs of all our students.

We will also diminish the use of pull-out programs particularly with our ESL students and phase in the push-in and co-teaching model in content areas. Travel time picking up students will be eliminated. Our ESL students will receive more time on task opportunities and be exposed to robust and rigorous academic vocabulary strategies to help eliminate the L2 stall. Our ESL teachers and classroom teachers will be provided on-going support in this reform strategy from ICI's Network Support Specialists. We will integrate professional development for our ESL teachers and Special Education teachers in all academic areas. Common planning time will be scheduled to foster collaboration with our classroom teachers and support teachers in addressing the needs of our at-risk students. Grade conferences will include all classroom teachers and out-of-classroom teachers so that we can all align our instruction to the state Standards and target explicit instruction for our low achievers. Teachers will bring samples of students' work to grade conferences for evaluation of students' strength and areas of concern. Writing work will be compared to the Teachers College Writing Continuum.

In addition, we will expand and deepen our partnership with MY ACCESS, a pilot DOE online writing program for our ESL students, who are weak in writing skills. Through writing prompts and scaffolded instruction from the ESL teacher, our students' writing skills will be strengthened and show exemplary gains. ESL teachers will continue to receive on-site professional development from Vantage Point and the Administration will be able to monitor the progress of students online. This year, we will expand our participation in grades 4 and 5 with the U.S. Department of Education Study using the First in Math online program. This is a supplemental instructional tool designed to bolster math achievement and student engagement with mathematics using interactive online games. Teachers will receive on-going training and support with this initiative. This technology tool will help enrich and accelerate the curriculum for students. Students are able to compete against themselves or against their peers.

Literacy professional development will be spearheaded through our strong partnership with Teachers College Reading and Writing Project. The staff will receive 20 days of professional development spotlighting best practices and strategies in Balanced Literacy instruction. Teachers will also participate in Calendar Days which take place at Teachers College. This is another avenue of strengthening the professional expertise of our teachers. Teachers will participate in study groups and intervisitation sessions on the grade and also engage in vertical walks to sharpen professional instructional skills. Teachers will expand their participation in Japanese Lesson Study Group work which advances student achievement by using the classroom as a research site. Teachers gain experience as a learning community to observe and take note of what students say and do during hands-on investigations. This builds capacity and provides depth to our professional development. Japanese Lesson Study work is noted as the highest form of inquiry work. Teachers learn from their colleagues and carryover their research and observations in their own classrooms. This professional development gives teachers a golden opportunity to interface with teachers across grades and disciplines in a reflective manner. All students benefit from this outstanding practice.

Our low achievers will receive additional support through AIS instruction on a one-to-one basis or in targeted small group instruction during the school day. In addition, our AIS after-school program will spotlight the needs of those children who scored level twos and ones on the New York State ELA and Math Tests. We will also extend the program to students with low three performance levels to maximize student progress. Counseling on an on-going basis will be provided. Peer mediation and student leadership initiatives in area of reading buddies, serving as lunch time monitors, and committing to community service will be available to students.

We will continue to expand our reform strategies by deepening our inquiry work as we spotlight the Conditions of Learning for our low achievers. Through thoughtful data analysis, we will establish targeted sub-populations, generate learning targets and modify instruction to

assist students in meeting the Standards. Monitoring and assessing students' work is essential for making gains. All teachers will participate in inquiry work and carefully identify their bottom third students in ELA and Math. Collective collaboration through teacher teams will be fostered in the building as we use data to shape instruction and improve student performance.

We will continue to implement our in-school Kappa Gifted Program for Grades 2-6. This widely successful program serves to promote the achievement of our advanced learners. As part of our school wide reform strategy, art interpretation will be a critical part of students' development. Students will have an opportunity to critique the works of the Great Masters and make keen observations using the elements of art. In a sense, students will attach a narrative and "read" a canvas using critical thinking skills. Participation in the Ezra Jack Keats Bookmaking Competition and the development of a green wall garden system will address the needs of our advanced learners.

3. Instruction by highly qualified staff.

For the school year 2008/2009, we are at 100% compliance for highly qualified school staff. For the school year 2009/2010, we are at 100% compliance for highly qualified school staff. This will be verified by the BEDS survey.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

As mentioned in essay #1, the teachers and paraprofessionals will participate in rigorous on-going professional development in Balanced Literacy through our partnership with Teachers College and the Reading and Writing Project. This will take the form of demonstration lab sites, study groups, and vertical walks. Teachers will receive on-going professional development through ICI in technology usage. In addition, they will receive on-going professional development implementing usage and navigating Acuity and ARIS. Japanese Lesson Study Groups will expand and be used as a driving force in professional development for analyzing Conditions of Learning and inquiry work. Parents will participate in many opportunities such as workshops on ARIS Parent Link, promoting family literacy through strong read alouds, and workshops designed to inform parents of the format and rigor of New York State Tests. Parents will come away with strategies and tips on how they can help their child succeed.

The Principal and Assistant Principal will participate in Teachers College monthly study groups to advance student achievement and serve as a support for the staff. The Principal and Assistant Principal will participate on a regular basis in ICI's and ELI professional development opportunities in the areas of the Quality Review, data interpretation, budgeting, labor relations, emergency preparedness. The Principal will also participate in an ESL Study Group to further her knowledge and expertise working with ELL students. All stakeholders working together will lift the quality of instruction and promote high standards at P.S. 139.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We are a school of excellence. We have a wealth of highly qualified teachers wishing to teach at P.S. 139. We also serve as a student-teaching site for St. John's University and for undergraduate educational observers. As a result, we see ourselves as a thoughtful learning community on a continual quest for school improvement.

6. Strategies to increase parental involvement through means such as family literacy services.

Two times during the year, the classroom teachers will distribute the Parent Update document. This means of communication will strengthen the home-school bond. Parents will be apprised of students' goals in all academic areas and receive tips and suggestions on how they can help their child reach that goal. Parents will also have an opportunity to respond to the Parent Update and write comments.

Parents will also be given an opportunity to visit the classroom during literacy and observe the reading and writing workshop. Parents will become familiar with the components of the program such as the use of reading logs and conference notes. Parents will learn about accountable talk and how that practice raises the level of comprehension. They will understand reading levels and the importance of "just right" books. Workshops will be planned through out the year and facilitated by the Parent Coordinator, the Administration, and classroom teachers on literacy achievement. These workshops will serve as new avenues for parent engagement. In addition, parents will be invited on a monthly basis to participate in assembly programs, art initiatives, and writing celebrations. This will lift the level of work that our students produce. On an on-going basis, parents will be invited to celebrate the works of their young writers at writing celebrations.

The Principal will conduct monthly "Coffee with the Principal" sessions for parents. Parents will learn about our Book of the Month or community read. They will be apprised of new academic initiatives taking place in the building. Parents will also participate in evening workshops that explain the design and format for the state ELA Test. Parents will be provided with numerous tips and strategies to assist parents in building literacy knowledge with their child. Finally, a workshop geared for the early childhood grade parents entitled, "The Emerging Writer" will be conducted in Fall 2009 to assist parents to understand the process of print work and tips to support their young writer. This workshop will be led by a Grade Leader.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Incoming kindergarten students will have an opportunity to participate in Meet the Teacher sessions in the classroom during the month of June prior to their enrollment. The students will be engaged in literacy activities that lift achievement. Incoming Kindergarten parents will be invited to tour the school building, observe early childhood classrooms, and talk to members of the P.A. Executive Board, the Administration, and staff. Another session will be scheduled to give incoming parents an opportunity to learn about the future Kindergarten curriculum and ways they can support their child's literacy journey. This presentation will be facilitated by the Kindergarten teachers. The Parent Coordinator will also facilitate a discussion with parents and present an overview of school policies and protocol. The culminating activity will be capped off with a Q and A session between the Administration and parents.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

In order to build leadership capacity, teachers will play a vital role in the decision-making process and selection of instructionally targeted assessments. Feedback from teachers is a critical part of making student gains. Communication will be strengthened through grade

conferences, Cabinet meetings, SLT meetings, faculty conferences, and during the Administrations purposeful Learning Walks. Teachers will complete reflective surveys that target their goals and how the Administration can support them on their journey. The Administration continues to collaborate with teachers through the Open Door Policy which enhances staff morale and strengthens the link of support.

Support measures will also be scaffolded for teachers through monthly Lunch and Learns on navigating ARIS, TC Assessment Pro, analyzing student published writing pieces, and using reading logs and post-its to measure student achievement and modify instruction. Peer coaches and our Data Specialist will also assist teachers with inquiry work. Teachers will be given opportunities to tag their exemplary inquiry work or documents on Lesson Study in ARIS for our private learning community. The school's Core Inquiry Team will provide on-going support to all teachers and professional development interpreting data and using Inquiry Space.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

All teachers will be participating in inquiry work and targeting students that are at-risk with strategies and effective best practices. Small group instruction will be emphasized in the classroom using data to shape groups and spotlight areas of concern. Students along with teachers will develop rubrics for student work. This will build instructional coherence and lift the level of student performance. Teachers will consistently monitor and revise strategies by looking closely at student work products. Assessment will be on-going. Reflection will take place at weekly grade conferences. Conversations will be amplified at PPT meetings to make sure that students that need additional support through at-risk help will be addressed. The use of additional texts such as graphic novels and books that address variable learners will be funded for our classroom libraries. Technology will be an additional tool to support achievement. ELMOS, Smartboards, overhead projectors, online software games will be encouraged. Leap Frog pads will support our ELL students. Together these activities will expand the sphere of success for all learners but particularly students lagging.

Grade conferences will focus on student work and the systems in place to monitor achievement.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

We are committed to coordinate and engage all services provided by the Federal, State, and local programs. Our grade 6 students will receive training in peer mediation and proactive measures to avoid bullying through the New York City Department of Civil Rights. Our grades 1-6 students will participate in character education and bullying preventive measures facilitated by an outside cultural organization assembly program. In addition for K-2 classrooms, we will be participating in the CookShop Program which fosters a nutrition-based curriculum about healthy eating habits. Our grade 6 students will get an insider look at the court system through a collaboration with the Queens District Attorney's office. Finally, our Parent Coordinator will coordinate and implement a Healthy Living Walking Club for parents.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in during the 2008-09 school year to assess whether this finding is relevant to your school's educational program.

As a school community, we scrutinized the New York State Learning Standards and ensured that they play a primary role in the curricula. Teachers paid particular attention to the New York State Performance Indicators in the delivery of instruction and in the monitoring the progress of their students. Students are carefully monitored with running records assessments, and teachers are provided an ample amount of instructional resources to differentiate instruction by matching students with "just right" texts. Struggling readers and ELL students are given strong interventions through small group work over sustained periods of time. However, this is an area that as a school community we need to strengthen.

The Cabinet addressed the Key Finding 1 A to search for gaps in our written curriculum, curriculum gaps and the consistency of our instruction with our ELL students. In particular, we will continue to look at effective strategies to support ELL students in a Balanced Literacy classroom. These future results will be shared out to the staff. Naturally, we are a school with a large ESL population. We are always looking for effective strategies to help ELL students. In 2008/2009, we participated fully in the MY ACCESS online writing tool for our ELL students. This pilot program focuses on writing in the content areas and builds support for our students with on-going teacher intervention. We are proud of our participation in this pilot program and hope to expand its use this year. This year we are phasing in the use of the co-teaching model with classroom teachers and ESL teachers rather than using the pull –out model.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

While we are a work in progress, the evidence is gleaned from purposeful Learning Walks, formal observations with our ESL teachers, and input garnered at grade conference meetings plus examination of ELL periodic assessments and NYSESLAT results. We are a school that is fine tuning its instructional coherence through collaborations between the ESL teachers and classroom teachers. All ESL teachers plan closely with classroom teachers and attend all grade conference meetings. Collaboration is essential for good teaching.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

As a school community built on inquiry, we are deeply engaged in the process strands as delineated in Everyday Mathematics and the New York State Learning Standards. The staff scrutinized the performance indicators and assessed carefully on a daily basis problem solving strategies, numeracy representations, and understanding mathematical relationships through investigations that promote math literacy.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? The evidence gleaned from supervisory Learning Walks, analysis of data mined from the New York State 2008/2009 Math Test, periodic assessments, formal observations, analysis of student work products, and vertical walks with staff members indicate that we are on the right pathway. Our delivery of instruction is rich and broad in depth and rigor.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or

extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We are a Teachers College Project School for literacy. We closely follow Teachers College research-based practices that promote strong reading and writing skills. We match students to “just right” text and students receive explicit instruction through modeling of successful reading strategies. Students practice these reading strategies with partners, through accountable talk, and independent reading. This raises the level of comprehension through the construction of meaning. The teacher differentiates instruction by facilitating one to one conferences with students to strengthen what they do well and model s a new Teaching Point. Strategy lessons are formulated for small group instruction. Next steps are articulated by students. These are research-based practices that work. Our Cabinet looked closely at these promising practices which nurture independent work for our students.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Evidence is mined from a review of teachers' conference notes on each student. This tracks and lifts achievement. Evidence is gleaned from the New York State ELA and our jump in gains in terms of progress and performance levels. Evidence is mined from formal and informal observations of teachers and the depth of teacher instruction. Evidence is gleaned from the slow but steady progress noted in reading benchmark levels that are carefully monitored by the classroom teachers and supervisors. Progress is noted through the establishment of literacy measurable goals that are child-centered. Engagement in the literacy classroom is very high.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Through the Quality Review process we have been carefully evaluated by an outside organization that observed and monitored our mathematics delivery of instruction. In addition, the Administration along with the Cabinet examined Key Finding 2B. We have developed mathematical communities that encourage strong use of problem solving through partnership work/group work. This facilitates mathematics language, a reverence for divergent thinking with problems and concepts, and the ability to write one's finding integrating literacy. Investigations are student based and often involve partnership work or cooperative learning components. Student engagement is high. Students are comfortable writing in mathematics journals and reflecting on the learning process.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

EveryDay Mathematics is a highly interactive educational program. Evidence to support the high level of student engagement are mined from purposeful Learning Walks, teacher led vertical walks across various grades during math instruction, gains in the progress and performance levels of students on the 2008/2009 New York state Mathematics test, and written responses from students in journals plus work products. All affirm the quality of instruction and the targeted level of small group work of our students.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

80.8% of educators have been teaching in this school for more than two years. This data indicates we have a consistent, dedicated staff. We plan and implement strong professional development and supervision to support and retain our teachers. We have a zero transfer rate. Because this is a school of excellence, we attract highly qualified teachers. High turnover rate does not exist at P.S. 139.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? In 2009/2010 we have one new Special Education teacher. We have formed a Teacher Induction Committee and provided support for this new teacher through an assigned school-based mentor and positive guidance from the Administration and grade leader on an on-going basis.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this

program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. The Cabinet examined the depth of professional development provided to our classroom teachers and ESL teachers regarding ESL instruction for the SY 2008/2009.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Classroom teachers received extensive support from ICI's ESL Network Support Specialist several times during the year in cycles. This professional development focused on co-teaching models, integrating more support for ELL students with read alouds in the Balanced Literacy classroom, and identifying strategies that push academic language and rigor to prevent the L2 stall. In addition, the ESL teachers received support interpreting ESL periodic assessments to drive instruction. Finally, faculty meetings served as a forum for classroom teachers to gain further knowledge on research-based strategies to implement with their ELL students. This was a concerted effort on the part of the Cabinet to connect the dots and involve more classroom teachers with promising practices. In conclusion, the Principal participated in an ESL study group with her network and met several times during the year with ESL teachers.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Cabinet examined Key Finding 5 and brainstormed ways we as a school body share data and its implications regarding our ELL students. We reflected on the systems we have in place to monitor ELL progress and use that data to modify instruction.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Evidence supporting the monitoring of ELL students' progress takes place on the classroom level and school level. NYSESLAT results are shared and reviewed. Key areas of weakness are highlighted. Patterns are observed and addressed through inquiry work, grade conference sharing out, and faculty meetings. We work as a team to build instructional coherence by analyzing periodic assessments and all student work products. Finally, our ICI ESL Network Support Specialist works closely with teachers and administrators to build clarify by fine tuning classroom instruction. Inquiry work focuses on the cause effect relationship and how teachers play a pivotal role in student gains. Data tells us a story and drives our instruction.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Due to Chapter 408 compliance, the teachers are very familiar with the testing requirements, accommodations and goals of our Special Education students. They are familiar with each child's IEP and their responsibilities in carrying out the student's accommodation. The

Cabinet examined closely Key Finding 6 and concluded that general education classroom teachers need more tools and a stronger knowledge base in the delivery of instruction with students who are at-risk or mandated. This connects to our school goal of deeper work with differentiation of instruction.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In 2008 we were recently audited by the New York State Education Department regarding compliance with Chapter 408. We were in complete compliance and general education teachers were interviewed by a state official regarding knowledge of the IEP and understanding its implication. We received exemplary comments by the reviewer. In addition, we received strong professional development through ICI on writing quality IEPs for our related service providers. Nevertheless, we would benefit from more systematic professional development to strengthen our focus on Special Education students. We are a work in progress. We have made exemplary gains but know that we are on a continuum of improvement.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will continue to work closely with our ICI Special Education Support Specialist. She will continue to expand and lead our Japanese Lesson Study Groups that deepens our inquiry work with students. In addition, the ICI Support Specialist will continue to work closely with our grade 1 classroom teachers in implementing Foundations in the classroom to strengthen quality instruction. Promising practices will be explored. The Level 1 Wilson certified Related Service Providers will share out research-based practices by modeling and coaching classroom teachers. Our teachers will continue to receive strong professional development using Thinking Maps as a tool to assist at-risk and mandated students.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Through formal and informal data collection, we are constantly scrutinizing the writing of our IEPs so that they address modifications for the classroom environment and behavioral goals for the students. Classroom teachers are informed and understand their responsibilities in implementing the child's IEPs. This procedure is utilized on a daily basis and memorialized with the staff. The School Achievement Team drives this system in place. Teachers receive regular communication to the staff on the importance of the IEP. Behavioral plans are included in IEPs for students with behavioral concerns. Alignment is taking place.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Evidence is gleaned from meaningful conversations with classroom teachers and the SAT on spotlighting accommodations and /or modifications for the classroom environment. Conditions of Learning are explored in terms of what is taught and how it is taught for the students with IEPs. Formal and informal observations are supervisory tools used reveal evidence of our growth in this area. Teachers know their students well and fully implement strategies that will lift the level of work. Evidence is linked strongly to learning outcomes and state assessments.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
We do not have any students in temporary housing this year.
2. Please describe the services you are planning to provide to the STH population.
We will continue to provide on-going at –risk counseling for any future student in temporary housing and suggest outside family counseling through various approved agencies. We will contact the Office of Youth Development to assist us. This will be coupled with strong parent outreach facilitated by our Social Worker, Parent Coordinator, and District Attendance Officer. Transportation services will be provided to and from school. In addition, free school meals will be provided. Participation in P.S. 139's AIS after school program will be provided. This situation will be carefully monitored by the Administration and all stakeholders in this caring, learning community. The STH Liaison will serve as an additional resource to the Administration.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.