



**P. S. 139 K
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: **22K139**
ADDRESS: **330 RUGBY ROAD, BROOKLYN, 11226**
TELEPHONE: **718-282-5254**
FAX: **718-940-1205**

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 139 **SCHOOL NAME:** Alexine A. Fenty

SCHOOL ADDRESS: 330 Rugby Road, Brooklyn 11226

SCHOOL TELEPHONE: 718-282-5254 **FAX:** 718-940-1205

SCHOOL CONTACT PERSON: Irene Varon **EMAIL ADDRESS:** ivaron@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Irene Varon/Ann Morris

PRINCIPAL: Mary McDonald

UFT CHAPTER LEADER: Cynthia Dinkins

PARENTS' ASSOCIATION PRESIDENT: Zoraida Clemente

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 22 **CHILDREN FIRST NETWORK (CFN):** _____

NETWORK LEADER: Nancy Ramos

SUPERINTENDENT: Linda Waite

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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
Mary McDonald	*Principal or Designee	
Cynthia Dinkins	*UFT Chapter Chairperson or Designee	
Zoraida Clemente	*PA/PTA President or Designated Co-President	
Ann Morris	Co-Chair/Parent	
Barbara Kitcher	DC 37 Representative, if applicable	
Irene Varon	Co-Chair/Teacher	
Margaret Rorke	Secretary/Parent	
Keri Gioia	Member/Teacher	
Michelle Benoit	Member/Parent	
Marsha Shade	Member/Teacher	
Thalia Smith	Member/Parent	
Barbara Laurenson	Member/ Teacher	
Kassim Hinds	Member/Parent	
Alexandra Reddish/Sally Bowen	Member/Parent shared seat	

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

* Core (mandatory) SLT members.

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.

Our School Vision:

P.S. 139 is a unique and vibrant elementary school; it lives and breathes warmth and learning. It exemplifies a true collaborative school community. Our students come from every continent and background, and speak many languages. Parents, staff, administrators, and community members work together so that all our students not only succeed at P.S. 139, but also go on to have wonderful, productive lives.

Our School Mission:

P.S.139 is dedicated to creating a nurturing environment: a community where all children strive for high standards and develop a love for learning and respect for themselves and others.

P.S. 139 is located in the Flatbush section of Brooklyn and draws its students from both Flatbush and Kensington, a neighborhood of both single-family Victorian homes and large, densely populated apartment houses surrounded by commercial avenues. The neighborhood is one of the most culturally diverse neighborhoods in the United States as stated in an article in the U.S. News and World Report in 2004. Approximately two-thirds of our students live in a home where a language other than English is spoken and 25% of our students are ELL's. The diverse cultures represent countries such as Pakistan, the former Soviet Union, Mexico, the Dominican Republic, Haiti, as well as other countries in the Caribbean, South and Central America, Asia, Europe, and Africa.

We have an active parent community collaborating with the school staff to create many opportunities for our students and parents. The Big Guys BBQ, Multicultural Night, Fright Night, and potluck dinners are just a few examples of activities run by the Parents Association. The PA works with the school to create an afterschool enrichment program. A parent-faculty subcommittee of the SLT created Science Night, a curriculum evening, where many community groups, neighbors, parents, and staff members demonstrate aspects of science for over 500 attendees. Other workshops and family nights are held around math and English language arts. Arts Night is a celebration shared with family members.

Our school community believes that we are responsible for educating the whole child and for gathering the resources to do this. The school has invested in the Arts, in the form of a music, dance, and fine arts program. Additionally, we also have a school-wide chess program. Social Emotional Learning (SEL)/ youth development program is an essential element of the school, which includes anti-bullying and Respect for All lessons and services, as well as guidance services. The school is divided into six small, K-5 learning communities (teams) within our school, based on two previously established mini-schools, which have been successful for over a decade. These teams will know each child over the course of his/her education and plan together in a K-5 continuum.

Professional development is differentiated to assist the staff in meeting the instructional and social-emotional needs of our student and directly supports the instructional program. We have implemented a school wide Child Study Inquiry about our SWD's, Ell's and students in the lowest third of the city targeting comprehension in addition to a comprehension and writing rubrics. Teachers meet to look at student work with a teacher leader to improve literacy instruction. We have also implement Exemplars to improve student numeracy and number sense. PD to support this is done monthly, also lead by a teacher leader. The PD itself is delivered in a variety of models to meet the diverse needs of our staff. Each grade meets once each six day rotation during common planning times. PS 139 is implementing RTI via Tier I and some Tier II services occurring in the classroom with Tier II and Tier III services being provided outside the classroom in order to support identified students.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
Male								
Female								

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	X 2006-07	X 2007-08	X 2008-09	X 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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/Teacher 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 your school's 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?
-

ELA – Overall, the scale scores for the spring 2010 administration of the ELA exam, were flat from the 2007-08 school year, through the 2008-09 school year; the All Students, ethnic groups, and Economically Disadvantaged subgroups met their Effective AMO. PS 139 did not meet the Effective AMO in both the SWD and Limited English Proficient subgroups as reported on the School Report Card. Though the trend of the scale scores for our LEP students showed an improvement of an average 14 points over the last three years, the Performance Index did not keep pace with the Effective AMO and the Safe Harbor target, which were equivalent. There was a gap of 20 points between the All Student and LEP subgroups. There was a slight improvement in the scale scores for the SWD subgroup over the last three years. Again, the improvement did not match the increased ELA target. The gap between the All Student and SWD subgroups was 48 points. The PI for the All Students subgroup was 154 in 2007-08, 167 in 2008-09, and 154 in 2009-10 while the AMO was 128, 139, and 150, respectively. The difference between the All Student PI and AMO is narrowing. The implications for the coming 2010-11 school year indicate a need for an audit of the curriculum, examination of strategies, and review of research literature and the development of a cohesive school wide policy and plan for ELA instruction. Professional development will focus on the implementation of school wide rubrics for comprehension and writing, looking at student work within the framework of the rubrics. It will also focus on the implementation of RTI and the roll out of the Common Core Standards. The professional development will support the school wide focus on comprehension.

In Math, there was an overall trend towards proficiency and above in all categories (all students, Gen Ed, SWD, ELL, and English proficient, over the 2007 through 2009 administrations of the NYS Math exam. In 2010, there was an increase to 9 % in Level1 from 3% in 2009 and students performing in Levels 3 and 4 have decreased from 88% from 2009 to 50% in 2010. This is an area that is being addressed through the implementation of Exemplars and a pilot program to introduce TERC math. In most grades and subgroup categories. The scale scores are relatively flat, though grade 5 improved by 20 points. There is a 10-15 pt. gap between the scale scores for Ell's and SWD's and All Student

In Science, with 99/100% participation in testing on the State Science exam, all subgroups met their Performance Objectives and qualified for Safe Harbor. The All Students subgroup's PI was 168, last year it was 171, with the State Standard at AMO 100, Economically Disadvantaged subgroup's PI was 168, down from 169. The lack of a gap between All Students and Economically Disadvantaged can be attributed to the school's insistence on a hands-on approach to learning with student practice

incorporated in the lesson. Teachers were given professional development in science last year, which will continue this year.

PS 139 received a Well Developed on the May 2008 Quality Review and a C on the Progress Report, down from an A on the Progress Report for the 2008-09 school year. The QR from 2007-08 indicated that the school provides a stimulating curriculum for its students, which leads to our students being motivated and interested in learning. The average school attendance for 2009-10 of 94% bears out this observation. Goals for student learning are set accurately. Parents are partners in their children's education. The school uses data well; professional development is focused on the needs of the school. There needs to be an agreement on what constitutes a highly effective lesson and the characteristics of Balanced Literacy. The recommendations include: training the staff in the consistent understanding and application of these areas, consistency of assessment practice, and use of data in matching teacher planning to student needs and abilities. One response to this was that the school applied and was approved for a DY0 assessment. The use of Fountas and Pinnell in all grades provides a consistent measure of student progress across all grade levels K-5 which is matched to the school's curriculum. A Professional Development Plan will be implemented with the assistance of consultants to create systemic change and alignment to improve teacher ability to identify and address student difficulties using the Tier I, II, III approach, with an emphasis on increasing the volume of reading and more precise matching of texts to students so that they are practicing the strategies learned.

The Progress Report gives us some specific information that is not culled from other reports. The median growth percentile was 53 in ELA, a further indicator that a focus on comprehension is needed. In math, the median growth percentile was 51.5. This is consistent with ELA data, showing a need for attention to instructional practice targeting students' number sense and numeracy. The area of communication in the School Environment section (6.7). The focus for parent workshops is on understanding the academic program and effective strategies for parents to use to help their children. The score in the category of Safety and Respect was 7.8 of 10, indicating a continued implementation of Social Emotional Learning through our Youth Development Team.

The State Education School Quality Review, conducted in spring 2008, indicated that our self assessment was sufficient, all categories of the school's performance was adequate. The recommendations were as follows: though there was indication of attention to the needs of the ELL and SWD subgroup, which was born out since we did not make AYP in both subgroups in ELA on the 2010 ELA. The school needs to ensure an alignment of instruction strategies for ELL's and SWD's and must improve differentiated instruction and intervention strategies. This year we will implement a School Wide Child Study plan to target SWD's, Ell's and the lowest third. ? Data analysis and utilization of results to plan future lessons must become an integral part of staff practice. Professional development will focus on teachers looking at student work through school wide comprehension and written rubrics and using the results to implementing quality differentiate instruction in the classroom. Professional development for the 2008-09 school year has focused on using assessment data effectively to provide differentiated practice, as well as looking at various instructional strategies, not only for the SWD and ELL subgroups, but for students at all levels; this includes providing enrichment to students performing in Levels 3 and 4 so that each student can reach their full potential.

OORS data for the last three years shows that the majority of all occurrences happen within the classroom. Last year the number of Level 4 and 5 occurrences decreased by 10%. The Youth Development Team will focus on the incidents that fall within Levels 1 through 3, the less egregious acts of the NYC Discipline Code in order to prevent principal suspensions and reduce the number by 12%.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

- I, By June 2011, we will increase by 6 % the number of all students achieving Levels 3 and 4 and decrease by 6% students performing in Levels 1 and 2 on the State ELA exam, in all subgroups, including ELL's, SWD's, G&T, & Gen Ed students.
- Our focus will continue to be on the improvement of ELA instruction and differentiated practice. Our literacy program will include the creation of a School Wide Child Study Team, creation of a more precise curriculum map with units on each grade, improvement in student assessment using comprehension and writing rubrics and data analysis to inform differentiated instruction; differentiated professional development/support. We will continue to use our DY0 (F&P) for interim exams providing consistency of data used for planning; the use of consultants to assist in assessing our ELA program and providing professional development in the above areas. RTI will be implemented cohesively school wide. Intervention, preventative and enrichment programs will also service targeted students groups in all subgroups, especially ELL's and SWD's aligned in Tier 2. Parents of all students will be included in planning and supporting activities.
- II By June 2011, we will increase by 5 % the number of all students achieving levels 3 and 4 and decrease by 5% the number of all students performing in Levels 1 and 2 on the State Math exam, including ELL's, SWD's, G&T, & Gen Ed students.
- Our focus will continue to be on the improvement of Math instruction and differentiated practice. Our math program will include the creation of a Common Core Team, improvement in student assessment and data analysis to inform differentiated instruction through the implementation of Exemplars and its supporting professional development; continued use of our DY0 for interim exams for consistency of data for planning; the use of consultants to assist in assessing our Math program, as well as to provide professional development. Intervention, preventative and enrichment programs will also service targeted students groups in all subgroups, especially ELL's and SWD's. TERC Investigations will be piloted in two vertical teams to improve numeracy and number sense across the grades. Parents of all students will be included in planning and supporting activities.
- III By June 2011, we will have reduced the number of principal's suspensions by 12 % for all students, including Ell's, SWD's, G&T, and Gen Ed students. .
- A Youth Development team, consisting of a teacher, a paraprofessional, and guidance counselor, will address the social emotional learning of our students. The YD team will address individual and group situations, as well as provide resources for staff, parents and students. The prevention of bullying and the promotion of positive interactions will be a major focus for the youth development team.

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 2010-11 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, PLA, 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): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will increase by 6 % the number of all students achieving Levels 3 and 4 and decrease by 6% students performing in Levels 1 and 2 on the State ELA exam, in all subgroups, including ELL’s, SWD’s, G&T, & Gen Ed.</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>Administrators, staff, consultants, and parents will work together to create and implement a differentiated instructional program that is data driven and skills based, that will positively impact the performance of all students. Consultants, administration, and teacher leaders will work with all staff to strengthen delivery of ELA components in the classroom. Comprehension will be the main focus of literacy professional development. Utilization of a rubric will be for writing. Other best practices/instructional strategies, such as literature circles, questioning, and conferencing will be identified to be reinforced in the classrooms to help meet the needs of all students in all subgroups. Charlotte Danielson’s professional practice framework will be utilized for teacher self reflection, goals setting, observations and inter-visitations. The professional development provided will be differentiated and ongoing, planned according to teacher surveys and the needs of our staff, through labsites; afterschool professional development; teacher, administrator and consultant led workshops; inter-visitations; coaching/mentoring; external workshops; unit planning and the implementation of language objectives are some examples. Continued use of our DYO (F&P) for interim exams for consistency of data for planning grade and across grades K-5 will assist in planning for improved instruction. Planning in vertical and grade teams will focus on the continuum of student development in order to aid the scaffolding of instruction through the grades in order to meet and exceed NYS ELA Standards for all students. We will be reducing the pupil teacher ratio in grades 1, 2, & 3. As a supplemental, innovative service, ESL services are provided in reduced sized groups. We are utilizing a RTI, three tier model for AIS services, with the first, and largest, tier implemented by the classroom teacher. There are a number of second tier activities provided by the classroom teacher, AIS, the Learning Lab, after/before and Saturday programs, non-mandated guidance, and youth</p>

	<p>development team programs that will provide support in the social and emotional spheres. Students who do not progress are discussed at the Pupil Personnel Committee, where all aspects of the student's academic, social, and emotional development are discussed, along with strategies/programs that were previously implemented and assessed to determine effectiveness. A plan is created to further assist the student. Parents will be invited to participate in planning, professional development, curriculum conferences and other school activities in order to strengthen the home-school connection. Chess, Dance, Music Visual Art and Lego Robotics afterschool opportunities programs support students' development and achievement. Materials will be provided to support all programs. Grants will be written to provide expanded services, professional development, parent activities, technology and other materials. Technology will be used as a tool to enhance instruction.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title I, Title IIa, Title III, C4E, Tax Levy, School Support & IDEA. Supplementary teachers to reduce PTR in grades 1, 2, &3. AIS teachers, youth development teacher/ para, guidance, grant writing, After school and Saturday programs, professional development per diem, per session, workshops, and consultants. Supplemental cluster to cover labsites. Print and technology materials. Principal, AP's, and teacher leaders provide pd.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>F & P – at least 3 times a year ELA practice exam as a predictive Writing rubrics once a month Comprehension rubrics</p>

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 2010-11 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, PLA, 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): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will increase by 5 % the number of all students achieving levels 3 and 4 and decrease by 5% the number of all students performing in Levels 1 and 2 on the State Math exam, including ELL’s, SWD’s, G&T, & Gen Ed.</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>Differentiated practice will be improved for all students. We will be reducing the pupil teacher ratio in grades 1, 2, & 3. Clubs, chess and other forms of enrichment, including the Arts such as music, art and dance, will be continued during and after the school day. The Parents Association is sponsoring an afterschool enrichment program in conjunction with the school. Best practices/instructional strategies in enrichment and in differentiation will be identified: Exemplars will be implemented in every classroom, with professional development in looking at student work against the Exemplars rubric. Teacher leaders, administrators, consultants will work with teachers to reinforce these practices in the classrooms to help meet the needs of students in all subgroups. Professional development will be ongoing, provided through labsites, coaching, workshops, mentoring, lead teachers, administration etc. both on site and at outside locations. It will be differentiated to meet the varying needs of our staff to improve student achievement in Math. The school has been working with a consultant to pilot TERC Investigations in two K-5 teams; TERC was chosen because of emphasis on number sense, which teachers identified as a major area of weakness. The implementation of a DYO interim assessment program (Scantron twice a year, Exemplars once a month, and a practice State Math exam) allows for in-depth data analysis on each grade and across grades K-5. This will assist in planning for differentiated instruction, based on data, with targeting students’ strengths and needs. Planning grade teams will focus on scaffolding instruction. A teacher led math enrichment program, TAI, that utilizes hands-on materials is used in grades 2 through 5. Materials will be provided to support the math program. Grants will be written to provide expanded services, professional development, parent activities, technology and other materials.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title I, Title IIa, Title III, C4E, Tax Levy, School Support & IDEA. Supplementary teachers to reduce PTR in grades 1, 2, &3 AIS teachers, youth development teacher/ para, guidance, grant writing, After school and Saturday programs, professional development per diem, per session, workshops, consultants. Supplemental cluster to cover labsites. Print and technology materials. Principal, AP's and teacher leaders provide pd.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Scantron twice a year Exemplars once a month Practice State Exam</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM
2010-2011

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	21	0	N/A	N/A	2	0	0	0
1	21	0	N/A	N/A	9	0	0	0
2	73	0	N/A	N/A	10	0	0	0
3	41	61	N/A	N/A	8	0	0	2
4	64	74	90	21	13	0	0	2
5	48	67	20	22	10	0	0	1
6								
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>Class teachers provide RTI Tier II service within the classroom 30 minutes a day to a group of no more than 3 students on the same F & P level.</p> <p>Afterschool program 3 days a week for grades 1-5, 270 minutes, intensive small group instruction, Saturday Academy- 4 hours, 3 days, small group, guided reading and test prep</p> <p>Supplementary instruction during the day intensity and duration (usually 30 minutes a day in groups of three) based on assessed needs with reassessment</p> <p>Reading Plus (3-5, all levels) through cluster teacher with at home access for all students in grades 3-5, including ESL, SWD, proficient and above students. In computer lab, once a rotation.</p> <p>Learning Lab-individualized prevention/intervention programs to improve student ability to function in the classroom, provides organizational and pre-literacy skills-teacher recommendation and observation by Diagnostic Team</p> <p>Music and the Brain – all K & 1 students -preventative program introducing literacy and pre-literacy skills</p> <p>For Title III programs –see LAP</p>
Mathematics:	<p>Afterschool program 2 days a week for grades 1-5, 180 minutes, intensive small group instruction, skills driven</p> <p>Saturday Academy 3 hours, 4 Saturdays - small group, skills driven and test prep</p> <p>Supplementary instruction during the day intensity and duration based on assessed needs with reassessment</p> <p>Learning Lab-individualized prevention/intervention programs to improve student ability to function in the classroom, provides organizational and pre-math skills-teacher recommendation and observation by Diagnostic Team</p> <p>Music and the Brain – all K – 2 classes -preventative program introducing math and pre-math skills</p> <p>Chess Program in all classes</p>
Science:	<p>Saturday Academy (Grade4) 3 hours, May small group as needed, skills driven</p>
Social Studies:	<p>Tier II ELA RTI will also provide service in Social Studies through content area literature.</p>

At-risk Services Provided by the Guidance Counselor:	Addresses the personal issues of our students which can interfere with learning. The guidance counselor also works with the families of students who are in crisis or at risk through counseling, referrals, and workshops geared toward developing parenting and interpersonal skills.
At-risk Services Provided by the School Psychologist:	At this time the school psychologist is not seeing any one on an at-risk basis.
At-risk Services Provided by the Social Worker:	At this time the school based support team social worker is not seeing any one on an at-risk basis, he is itinerant. The prek social worker works directly with all prek youngsters in order to avoid difficulties in social-emotional areas which could affect students' progress negatively. She assists prek parents in understanding the needs of their children. She also assists in resolving immediate issues.
At-risk Health-related Services:	Asthma and epipen workshops; as students are identified with specific needs, services will be set up.

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval. **PS 139 has “conceptually” consolidated our federal, state, and FSF/tax levy funds. Ell’s will be served through Tier I and II services as described in Action Plans 1- ELA, 2-Math, and 3-Social Emotional Learning. In addition there will be NYSESLAT preparation classes and specific, targeted instruction through ESL providers in the areas of need as indicated on the NYSESLAT.**

There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) Pre-K to Grade 5 Number of Students to be Served: 264 LEP 800 Non-LEP

Number of Teachers 7ESL /68 Other Staff (Specify) 15 paras, 10 aides, 4 supervisors, 4 sect, 2 guidance, 3 SBST

School Building Instructional Program/Professional Development Overview

PS 139 has “conceptually” consolidated our federal, state, and FSF/tax levy funds. Ell’s will be served through Tier I and II services as described in Action Plans 1- ELA, 2-Math, and 3-Social Emotional Learning. In addition there will be NYSESLAT preparation classes and specific, targeted instruction through ESL providers in the areas of need as indicated on the NYSESLAT.

Section II. Title III, Part A LEP Program Narrative

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.

See LAP. One change to last year’s program-one ESL teacher will provide supplementary beyond the mandated service through a self contained first grade class.

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. The ESL teachers take part in all professional development programs offered to the rest of the faculty. Additional information can be found in the LAP.

Section III. Title III Budget

PS 139 has “conceptually” consolidated our federal, state, and FSF/tax levy funds. ELL’s will be served through Tier I and II services as described in Action Plans 1- ELA, 2-Math, and 3-Social Emotional Learning. In addition there will be NYSESLAT preparation classes and specific, targeted instruction through ESL providers in the areas of need as indicated on the NYSESLAT.

School: PS 139 BEDS Code: 332200010139

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 supervisor - Per session teacher	\$5,921 \$1,499	Supervisor per session for supervision 113.4 hrs @ \$52.21 current supervision per session rate with fringe) = \$5,921 30 hours of per session for ESL and General Ed teacher to support ELL Students: 30 hours x \$49.89 (current teacher per session rate with fringe) = \$1,499/additional teacher per session is provided by an additional allocation.
-		

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$4,367	Materials include paper for instructional materials and assessments, ink for classroom printers, books
Educational Software (Object Code 199)		(Example: 2 Rosetta Stone language development software packages for after-school program)
Parent Involvement	\$400	Parent Breakfast for parents of all ESL students Materials for ELA and NYSESLAT workshop
Supplemental Teacher	\$28,420	Supplemental services provided over mandated services to 1 st grade class
TOTAL		

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.
Data is culled through ATS and Home Language Surveys, as well as through anecdotal reports by the Parents Association and school staff. Translation needs for events, such as a Welcome Breakfast, are determined during the planning of the event, based on the invitees' needs. The school has purchased microphone/receiver sets so that informal translation can take place. A contracted vendor provides oral translation, on-site or over the telephone, in a wide array of languages. School employees and parents translate when needed. The parent coordinator sends flyers and documents to the Translation Unit for translation.
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. . The major languages for written translations are Spanish, Haitian-Creole, Arabic, Bengali, and Urdu. There are 33 home languages spoken by our students according to ATS reports.

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 school will provide translations through DOE services for major documents; for notices and invitations to major events, the school provides DOE translation unit translations and in-house translation by both staff and parent volunteers.
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.
The school has staff members who are bi-lingual in Spanish, Russian, Greek and Polish who are available during school hours and at most events (we provide per session compensation); we also have parent volunteers who are bilingual in Urdu, Bengali and Arabic who provide translations at short notice. The school is also able to use telephone translations for parent meetings when there is no available translator or if it is a language that we can not provide for, such as Tibetan.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
The poster advising parents of their right to have translation is displayed in the lobby of the main entrance, documents in the covered languages are provided or a notice of translation availability is given, parents are advised of their rights and asked about their preferences for translation or interpretation at every meeting where the school curriculum, programs, or the individual.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$ 1,011,904	\$ 171,189	\$ 1,183,093
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 10,120	\$ 1,712	\$ 11,831
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 50,596	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 101,191	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. 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. N/A

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

The SLT and administrative team examine all data related to student achievement: The NYS ELA, Math, Science, and SS results, Progress Report, NYC Quality Review, and attendance are reviewed.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.(see (Action plans 1-3 and appendix 1)
 - 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. **(Action plans 1-3 and appendix 1)**
 - o Help provide an enriched and accelerated curriculum. **(Action plans 1-2)**
 - o Meet the educational needs of historically underserved populations. **(Action plans 1-3 and appendix 1)**
 - 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. (Action plans 1-3 and appendix 1)
 - o Are consistent with and are designed to implement State and local improvement, if any. N/A

3. Instruction by highly qualified staff.
Teachers are screened for the proper certification as part of the hiring process.
Where needed, uncertified teachers, or teachers teaching in an area other than their certification area, will be guided to programs/courses to aid them in obtaining the relevant certification. Title I allocation will be utilized to assist them in obtaining these courses.
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.
Lead teachers, administration, and consultants will provide on-site professional development, especially in the areas of differentiation, the components of balanced literacy, science, and preliteracy/math skills acquisition. In addition, formative assessment –looking at student work, miscue analysis, use of data to inform instruction for students at all levels of achievement in all subgroups will be done in grade labsites. The use of language acquisition objectives and classroom implementation of SEL, including anti-bullying strategies will be on an as needed basis. Professional development at P.S.139 has the following components: labsites, faculty conferences, grade and vertical team meetings, study/ book group discussion, inter-visitation, conferencing individually with lead teachers and administration, and modeled lessons
Administration meets with each teacher regarding individual class and student plans regularly, especially regarding implementation of RtI.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
Administration and teachers will attend work fairs, conduct interviews year round and contact colleges with education programs. PS 139 is a host site for student teachers, and as such, can recruit promising candidates. Recommendations for candidates will be solicited from P.S.139 staff and administrators as well as the administration and staff from other schools, etc. Candidates will be required to do demonstration lessons for the hiring committee, administration, and lead teachers.
6. Strategies to increase parental involvement through means such as family literacy services.
Curriculum conferences held in every class at the beginning of the school year. A new parent Welcome Breakfast is held in September
An administrator attends all Parents Association and Mini-School meetings/a school wide potluck Harvest Feast held each November
Newsletters are sent home on a regular basis by parent coordinator; School Messenger is utilized for attendance and to provide information on school events to all parents. Parents and staff members provide translations. Workshops for parents in literacy, math, middle school applications, and parenting skills, etc are held. Family Nights in ELA, math, science, Celebrate the Arts Night as well as student dance and music performances are held. The Parents Association sponsors Halloween Fright Night and Multicultural Night, gift shop/holiday fair, the pumpkin patch, school spirit T-shirts among other events. EvenStart is an ESL program for parents/ Sports and Arts and CAMBA
Afterschool programs have parent celebrations and performances. The parent coordinator organizes breakfasts for parents of SWD's.
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.
These programs are invited to bring students and parents to tour the school, pupil accounting secretary and staff member provide transition services at the early childhood program. Parent tours are held in the spring. The New Parent Welcome Breakfast introduces parents to administrators, guidance counselors, youth development teachers, Parent Coordinator, SLT chair, etc.

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.
(See Action plans 1-2) Teachers are actively recruited to sit on the SLT where decisions are discussed. Administration and lead teachers attend grade and vertical team labsites and planning meetings, a teacher goals survey was done in September. Teachers and administrators developed the DY0 application and the comprehension and writing rubrics. Policy Consultation meetings are held on a monthly basis with teachers representatives and the principal.
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. (see Appendix 1 and Action Plans 1-3) Students were assessed at the end of the last school year; placement in a school-based Summer School and immediate placement in intervention in the fall. In addition, PS 139 was approved for a DY0 assessment program which commences in September. Running records, initial sounds, sight words, are key components. Students in Grades 3-5 are also Scantroned for immediate placement in AIS with a skills analysis. These assessments provide information by the end of the first month in school. Classroom teachers and AIS staff are able to provide intervention immediately. Each classroom teacher (Gen Ed, Special Ed and ESL) is providing Tier I and II of Rtl to the lowest performing 3 students in their classes.
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.
The instructional and support program is determined through assessment of the needs of the students (all subgroups are provided for, including ELL, SWD, all ethnicities, Economically Disadvantaged, etc) and staff (for PD). PS 139 conceptually consolidated federal, state and FSF/tax levy funds. The intent and purpose of all funding streams has been met as their guide lines require, including the funding streams not within the consolidation: C4E, IDEA, Tax Levy, Title I, and Title III provide Afterschool, in school, Saturday, programs for students to meet their potential. Provision is made for meeting student needs for those in temporary housing, through Title I and school raised funds. Parents Association, C4E, Tax Levy allocations provide enrichment activities. Tax Levy, School Support, IDEA and Title I provide funding utilized for student support services, including counseling and the Learning Lab for at risk students. Nutrition programs integrate with the student council program, funded through Title I, Tax Levy. Title I, Title III, C4E, Tax Levy are used to provide services for ELL's and professional development in best practices for teachers of ELL's, in the Gen Ed classroom as well as in the ESL program.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$1,011,904	X	5,13-18,22,23,28
Title I, Part A (ARRA)	Federal	X			\$ 171,189	X	5,13-18,22,23,28
Title II, Part A	Federal	X			\$ 108,549	X	14, 15, 16
Title III, Part A	Federal	X			\$40,620	X	5,13-18,22,23,28, 29
Title IV	Federal			X	N/A		
IDEA	Federal	X			\$ 42,861	X	5,13-18,22,23,28
Tax Levy	Local	X			\$ 4,862,475	X	5,13-18,22,23,28
School Support		X			\$106,150	X	5,13-18,22,23,28

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

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: 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.)
4 at present.
2. Please describe the services you are planning to provide to the STH population. The school will provide materials needed by the student and/or transportation to parent. The Guidance Counselor and a youth developer meet with the student to determine if any other assistance is needed.
-Students are serviced as needed with guidance, youth development, learning lab, Tier I, II, and III services under Rtl and an open access library (80% of school day). They receive chess, visual arts, and/or dance instruction depending on their grade.

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 139 Alexine A. Fenty					
District:	22	DBN:	22K139	School		332200010139

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	31	36		94.7	95.0	94.8
Kindergarten	161	164	148				
Grade 1	188	176	166	Student Stability - % of Enrollment:			
Grade 2	183	187	169	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	179	187	182		96.1	96.1	94.7
Grade 4	167	190	187				
Grade 5	192	160	169	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		78.9	80.8	85.3
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		11	24	26
Grade 12	0	0	0				
Ungraded	0	1	3	Recent Immigrants - Total Number:			
Total	1106	1096	1060	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					22	14	19

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	10	12	16	Principal Suspensions	31	50	34
# in Collaborative Team Teaching (CTT) Classes	39	53	48	Superintendent Suspensions	1	7	3
Number all others	53	50	53				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
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:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	75	80	68
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	15	16	9
# receiving ESL services only	239	265	TBD				
# ELLs with IEPs	10	37	TBD				

These students are included in the General and Special Education enrollment information above.

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	9	6	12

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	98.8	92.2
				% more than 2 years teaching in this school	68.0	62.5	69.1
				% more than 5 years teaching anywhere	56.0	62.5	58.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	84.0	85.3
American Indian or Alaska Native	0.5	0.2	0.2	% core classes taught by "highly qualified" teachers	100.0	100.0	95.9
Black or African American	40.9	40.0	37.9				
Hispanic or Latino	31.2	31.8	34.7				
Asian or Native Hawaiian/Other Pacific	17.6	17.8	17.8				
White	9.6	8.7	9.3				
Male	50.0	49.6	49.2				
Female	50.0	50.4	50.8				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good	v	Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v	-				
Multiracial	-	-	-				
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	8	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	22.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	12.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

The Alexine A. Fenty School

330 Rugby Road
Brooklyn, NY 11226
Tel. (718) 282-5254
Fax (718) 940-1205



Mary McDonald - Principal
Yocasta Miller - Asst. Principal
Christopher Colarossi - Asst. Principal
Elissa Toubin - Asst. Principal

"WHERE GREAT THINGS HAPPEN"

PARENT INVOLMENT POLICY

P.S 139 has been a Schoolwide Project School since 1990-91. The plans, submitted yearly by the School Leadership team, formerly known as the School-Wide Project Committee, reflect the cooperative and joint decision making of parents, staff, and administration.

The School Leadership Team's scope of involvement goes well beyond that limited to Title I programs and funding. The importance of continuous parent involvement in planning and developing programs cannot be understated. The team's activities reflect this commitment.

The policy of P.S 139 is to encourage a partnership between parents/guardians and the school in order to improve student achievement. The following are in place to attain this goal.

- Workshop for newly arrived immigrant families as part of the school's Even Start Program.
- Workshops in parenting skills through the school's Youth Development program.
- Active recruitment of work of classroom and school-wide parent volunteers to be trained by school staff
- Workshops including family math, family literacy, and ELA night to enable parents to better assist their children.
- Active recruitment of parent members to serve on the School Leadership Team.
- Creation of the first mini-school in 1994 (the Flatbush Community Mini School at P.S.139) through the cooperative effort and planning of teachers and parents. This mini-school serves as a model for the additional vertical teams now in place, which encompasses the whole school. An administrator serves as the team leader and is a contact person for parents.
- Parent-Staff-Administration subcommittees work to create P.S 139's Comprehensive Education Plan and needs assessments to obtain information about new priorities and concerns for the coming school year.
- The SLT works as a whole to formulate budget priorities.
- Immediate notification of any difficulty a student may encounter. Positive communications home.
- Welcome breakfast for all new parents.
- Curriculum conferences to inform parents of classroom, homework, and testing responsibilities.
- Progress conference for parents of children in danger of being held over to inform them of available help for children and the parents role in helping their children.

- School Messenger, newsletters, performances, pot-luck dinners, etc. are just some of the methods used to Encourage parent participation at all levels, ranging from being involved with their own child's education to decision making on the SLT.

The Alexine A. Fenty School

330 Rugby Road
Brooklyn, NY 11226
Tel. (718) 282-5254
Fax (718) 940-1205



Mary McDonald - Principal
Yocasta Miller - Asst. Principal
Christopher Colarossi - Asst. Principal
Elissa Toubin - Asst. Princial

"WHERE GREAT THINGS HAPPEN"

SCHOOL-PARENT COMPACT

Parent and staff of P.S 139 are working together to provide a safe and meaningful learning environment for all children so that each student will be able to become a productive member of society. This parent-school compact defines the roles of the Title I SWP/School Leadership Team (SLT), Parents Association, and administration, as well as the responsibilities of individual parents and staff members in accomplishing this goal.

The SLT includes parents and staff who are elected to represent their constituencies. Key goals of the SLT have been, and continue to be, to provide exciting and meaningful curricula (e.g. Balanced Literacy Initiative) and instruction that motivates students and provides for their individual needs and talents.

The SLT pledges to investigate new techniques of instruction in English language arts, ESL, math, science, social studies, the arts, social emotional learning and the assessment of student achievement and special needs.

The Parents Association and administration agree to provide, through newsletters, general parents meetings, workshops, and information on the instructional goals of the programs in the school. The administration and Parents Association will expand communication with all parents through the school and PA websites, e-mail and School Messenger, as well as through combined school and PA newsletters and translated materials.

Parents will participate in workshops and staff in professional development that will serve as developmental training (e.g. reading to your child, understanding different cultures, parenting techniques for the young child, questioning techniques). The staff will continue to be provided with site-based and off-site professional development.

Teachers and staff will welcome and encourage parents to serve as volunteers assisting teachers and support staff in working with individual students and groups of children. The administration will provide training in areas that require it.

In recognition of school attendance and lateness policy parents are expected to drop off and pick up children in a timely manner and should schedule appointments for after the school day or on weekends. Parents will be expected to assist their children in homework, to have them read or read to them nightly, and to accompany their children on class trips when possible.

Parents will be invited to, and expected to attend, curriculum and progress conferences which, respectively, describe the class's instructional program for the coming year and their own child's progress and how to assist him/her.

Parents are encouraged to provide the school with information that will assist in furthering their child's social, emotional, health, and academic progress. All forms and surveys are required to be returned to the school in a timely manner. Staff will maintain and update these records as well as maintaining confidentiality.

The administration and teachers will continue to provide parents with regular reports of student achievement. Parents will be notified as soon as difficulties arise. Staff will suggest and provide methods of intervention for children when needed. Parents must ensure that students attend or take advantage of these programs. Parents will also be advised about methods of monitoring and evaluating their children's progress.

The school will provide positive role models for students through its faculty, parent volunteers, graduates, and community leaders, as well as mentoring programs from local intermediate and high schools.

The school will provide extra curricular and co-curricular activities and programs to expand each child's experience and exposure to a variety of learning avenues as is fiscally able.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 22	School Number 139	School Name Alexine A. Fenty
Principal Mary McDonald		Assistant Principal Miller, Colarossi, Toubin	
Coach Daphna Gutman, Math		Coach Alyna Jacobs, Literacy	
Teacher/Subject Area Erlinda Polixa, ESL		Guidance Counselor	
Teacher/Subject Area Irene Varon, Common Branches		Parent Zoraida Clemente	
Teacher/Subject Area Diane Dougherty, Youth Dev.		Parent Coordinator Maria Caridi	
Related Service Provider type here		Other type here	
Network Leader Nancy Ramos		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	7	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1064	Total Number of ELLs	264	ELLs as Share of Total Student Population (%)	24.81%
------------------------------------	-------------	----------------------	------------	---	---------------

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.
3. 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 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
5. 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.)
 6. 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.

Upon registration each child is evaluated if he/she is eligible for LAB-R testing. Based upon the answers on the HLIS an initial, informal oral interview is conducted by an ELL program provider (with a translator’s assistance when necessary).

LAB-R is then administered by ELL providers to ELL candidates within ten days of registration/admission. Based upon the results of the LAB-R, the student becomes “non-entitled” or “entitled” for ELL services (official entitlement is issued by the Borough Assessment Implementation Director through ATS). The official scores become the basis to send an ELL entitlement or ELL non-entitlement letter to the parents. Those who are placed in the Beginning or Intermediate levels are required to 360 minutes/cycle of ELL program instruction; those who are placed in the Advanced levels are required to 180 minutes/cycle of ELL program instruction.

Simultaneous to registration, an on-going Parent Orientation and Selection Program is held. Translators (e.g. aides, paraprofessionals, parents, the parent coordinator) and ELL providers conduct an oral and video presentation to the parents whose children speak another language. The orientation and paper work given out are in the native language of the parents (unless the parents choose English materials). The selection documents are explained and completed after the orientation.

For those who are non-entitled, the documents previously signed during the registration are invalidated; while for those students who become entitled, their selection document become valid.

During the Parent Orientation and Program Selection session, the parents choose from three different programs: Transitional Bilingual Education, Dual Language, and English as a Second Language. Parents are informed that there should be 20 students per grade or per contiguous grades before a certain program is offered. If a certain program is not offered at PS 139 due to an insufficient number of students, the parents will be directed to a school and location where the program of choice is offered. The parents are informed that their choice will stand for a minimum of one year and will subsequently continue unless they fill-out another selection stating a different choice.

Generally, 85% of parents of ELLs at PS 139 choose ESL; 4% choose TBE; another 8% choose DL; 3% don’t have response selection documents. For those who choose TBE or DL, and there are not enough students to create a class, will receive ESL services awaiting the required 20 participants. Thus far, there has not been a time we met the required 20 participants per grade or contiguous grades.

In the spring, the NYSESLAT is administered to all ELLs. The results of the NYSESLAT determine placement for the following school year. Based upon the result of the NYSESLAT scores/placements, the parents are sent letters of “Discontinuance of Service” or “Continuance of Service.” The ELLs who are placed in the Beginning or Intermediate levels are required to 360 minutes/cycle of ELL instruction; those who are placed in the Advanced levels are required to 180 minutes/cycle; those who scored “proficient” are placed in a general education class. Former ELLs are required to take all NYS tests with modifications for the two years following the year they obtained their “proficient” score on the NYSESLAT.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

- | | | | | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> |
| <input type="checkbox"/> |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |

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	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								0
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	1	1	0	0	0								2
Push-In	7	2	4	3	4	4								24
Total	7	3	5	3	4	4	0	0	0	0	0	0	0	26

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	264	Newcomers (ELLs receiving service 0-3 years)	195	Special Education	22
SIFE	0	ELLs receiving service 4-6 years	69	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	195	0	13	69	0	9	0	0	0	264
Total	195	0	13	69	0	9	0	0	0	264

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0								0
Chinese	0	0	0	0	0	0								0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	42	27	29	23	24	18								163
Chinese														0
Russian														0
Bengali	5	2	3	3	5	0								18
Urdu	10	6	10	9	3	3								41
Arabic														0
Haitian	1	2	3	1	6	4								17
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	9	2	5	3	3	3								25
TOTAL	67	39	50	39	41	28	0	264						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
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.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. 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.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. Our building currently has two Self-Contained ESL cohorts in grades One and Two. Students with a mixture of native language backgrounds and English proficiencies comprise these cohorts and English is the only common language among all of the students. Assigned full-time classroom teachers provide them with, not only their mandated units/periods of ESL instruction, but also with tailored content area instruction. In addition to the two self-contained classes, 24 push-in cohorts are also in place. Students within these cohorts hold seats within general education classrooms and also range in a mixture of native language backgrounds and English proficiencies. These students, however, receive their mandated ESL services via one of four push-in ESL teachers. Unlike their self-contained peers, students within push-in cohorts have been strategically grouped based upon their English proficiencies. Push-in teachers work with their assigned students during content instruction to provide language acquisition and academic vocabulary support. This work is done in collaboration with general education classroom teachers, and occurs in various "host" classrooms (each of the 24 push-in cohorts are held in a general education classroom. As a result, there are 24 host teachers who work in conjunction with the ESL teaching team).

2. Students within our Freestanding ESL program are taught in English using ESL methodologies and research-based best practices, for a specific amount of time per week as determined by either their Language Assessment Battery (LAB-R) or their New York State English as a Second Language Achievement Test (NYSESLAT) scores, and in accordance to Commissioner's Regulations Part 154 (CR 154). These regulations require that students, grades K-8, who score at the Beginning and Intermediate levels of English proficiency must have two "units" of ESL service per week; students scoring at the Advanced levels are required to have one such unit of service. A unit of instruction, as defined by New York State regulations, is equivalent to 180 minutes per week. Considering that our school is programmed based upon 45 minute periods, one unit of ESL instruction is equal to 4 periods. Therefore, children scoring at Beginning/ Intermediate levels receive 8 periods (or two units) of ESL service per week; those scoring at the Advanced levels receive 4 periods (or one unit) of ESL service per week.

3. Teachers teach science and social studies inline with the NYC Scope and Sequence. Other subject areas (i.e. language arts, mathematics, technology, art) are intertwined into these lessons in order to ensure cross-curricular connections and an interdisciplinary approach. Additionally, literacy units of study are being created on all grade levels as well with specific age-appropriate, standards-driven genres as focal points. Such units of study are taught in conjunction with the content area units (via a Balanced Literacy approach and using the Workshop Model) in order to ensure the strongest connections possible. For further information regarding our Literacy Units of Study, Balanced Literacy or the Workshop Model, refer to our school's website at: <http://ps139.org>.

4. Differentiation plans for each of the ELL subpopulations currently represented within PS 139 are as follows:

SIFE: Students with Interrupted Formal Education (SIFE) are those who come from a home in which a language other than English is spoken and enter a school within the United States after Grade Two. Students within this subpopulation must have had at least two consecutive years less schooling than their peers and as a result, function well below expected grade levels (by at least two years) in reading and mathematics. Some SIFE students may be pre-literate in their native language.

Currently, there are no SIFE students enrolled within PS 139. However, if we have any who enter, a rigorous and tailored ESL program will be designed and implemented that draws upon the student's cultural and academic backgrounds. Intervention will be implemented that incorporate best practices in ESL methodologies, while building background knowledge and literacy skills. If possible, technological support (i.e. computer assisted instruction) will also be an integral part of the student's day-to-day instruction.

Newcomers: Students within the Newcomer subpopulation are new to schooling within the United States and fall within service years 0-3. Some newcomers may have received adequate schooling in their native country and as a result, may be working at grade level. Those that are not, typically catch up academically due to working with an ESL provider. Other Newcomers may have had limited schooling in their native country or experienced minor interruptions. As a result, these students, typically, have limited native language literacy skills as well as poor academic achievement.

To meet the needs of this subpopulation, special care is taken when placing the student within a general education classroom and matching the student with an ESL service provider. Students scoring Beginning on their LAB-R are strategically placed within a Self-Contained ESL classroom (should one be available) where they are fully immersed in the English language and receive differentiated assistance in all content areas throughout their school day. When Self-Contained ESL classrooms are not available, these students are placed within general education classrooms where the teachers have experience working with such students and, as a result, are able to accommodate their unique instructional needs (the same care is taken with those Newcomers scoring Intermediate or Advanced on the LAB-R). In addition, these teachers have been afforded training through professional development and labsites on the NYSESLAT, NYSESLAT data, and ESL methodologies. Additional language and curricular support is provided by an experienced ESL Push-in teacher based upon the concept of the strongest teacher working with the weakest students. This type of strategic student/teacher grouping helps ensure that our Newcomers receive instruction that is academically rigorous, yet highly comprehensible, connected to their individual experiences and supported with Best-Practice and ESL methodologies. Our Newcomers receive direct phonics instruction through Wilson Foundations or Words Their Way, as well as native language support through the following:

- Pairing them with a classroom partner or "buddy" who speaks the same primary language.
- Encouraging them to talk in their primary languages, as well as English.
- Providing our classroom and school libraries with bilingual texts that represent the primary languages spoken within our classroom and school, the the best of our ability.
- Use of bilingual students, paraprofessionals and/or parent volunteers who speak the same primary language in order to provide tutoring, to read to the students in their primary language and to assist the students with publishing books written in their native languages.

ELLs: Students within the ELL subpopulation have been enrolled in a public school within the United States and have received ESL services for a number of years (between 4-6) who struggle with English acquisition, especially academic language. Many ELLs are able to achieve adequate grades day-to-day, but do not perform as well on standardized tests. Some experience difficulties in all content areas. As a result, students within this subpopulation require a great deal of instructional support to prevent them from becoming Long-Term ELLs.

Some of our ELLs have been referred (by their respective classroom teachers) to our Learning Lab and Youth Development for assessment in order to determine possible reasons for their academic, social-emotional and/or cultural differences. Members of the Learning Lab and Youth Development team support our students by:

- Observing students in classroom settings, during both whole-class lessons and independent work, in order to identify learning behaviors which may be contributing to experienced difficulties.
- Meet/collaborate with classroom teachers and/or ancillary staff in order to discuss their observations, receive input and to determine additional screenings (i.e. sensory profiles, speech/language assessments, vision screenings, etc.) needed in order to gain a better understanding of each individual student.
- Provide teachers and/or ancillary staff with strategies to assist with identified areas of challenge.
- Provide individual remediation and/or assistance to students as needed (i.e. Learning Lab, Speech/Language services, Counseling services, Conflict Resolution, etc.).
- Develop Action Plans/Goals for each small groups that draw upon their strengths, but that address their specific areas of weakness and/or challenge.
- Review Action Plans/Goals and student progress with each small groups, classroom teacher, ancillary staff, etc. on a regular basis, and make adjustments accordingly.

In addition to the mechanisms mentioned above, students within this subpopulation will continue to receive targeted interventions based upon their immediate needs via AIS/RTI and during after school and/or Saturday Academies. Additionally, Wilson/Fundations (research-based, multi-sensory reading and writing program that directly teaches the structure of words in the English language) is used by several classroom teachers and AIS staff to teach students within this subpopulation the coding system for reading and writing. Further, programs that have been successfully piloted by other New York City Department of Education schools (i.e. Achieve 3000, Award Reading English) are also under consideration (pending available funding) as a means of providing additional targeted support.

Long-Term ELLs: Students who have received schooling within the United States beyond 6 years of service. Students falling within this subpopulation often times are able to speak English, but may not do so fluently. Similarly, these students may also not be literate in their native language. Long-Term ELLs have received ESL services, but within different schools with programs that may not have been consistent. Nearly all Long-Term ELLs are below grade level in reading and writing, and continue to need ESL services in order to acquire academic English. At present, we do not have any Long-Term ELLs.

Special Education ELLs: Students within this subpopulation receive services to support not only their documented disabilities, but their language acquisition needs as well. Students within this subpopulation are ELLs who have an IEP, created after testing by a School Based Support Team, which delineate services as well as ESL services needed-- particularly the language in which the special education services are delivered. Students in this subpopulation can fall within any of the service years. At present, the differentiation plan for our Special Education ELLs is similar to the plan for our ELL subpopulations.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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.
14. What language electives are offered to ELLs?

5. Programs have been established within the academic areas of ELA and Mathematics. The intent of these programs is to help our students meet and/or exceed the New York State Learning and Content Standards assigned to their respective grades. Our goal, however, is to place special focus on our ELL population in order to maximize their English language acquisition, and to assist them in achieving the state-designated level of English proficiency for their grade. As a result, classroom teachers (self-contained ESL, push-in ESL and General Education) work closely with the Administrative and Instructional Teams in order to design targeted content area instruction that is tailored to the specific needs of our ELLs, and that is rooted in best-instructional practices and ESL methodologies.

At this time, all of our intervention programs have a strong ELA focus. At present, our AIS providers/RTI initiative will work with small groupings of students in grades Kindergarten through Five in 8 week cycles. In addition, our before school and after-school programs are operating on a cyclical process with students receiving related services in 6-8 week blocks with reassessment at that time. This especially holds true for those students who are far below grade level as indicated on previous New York State exams and Fountas and Pinnell data.

6. Former ELLs: Students within the Former ELL (FELL) subpopulation are also known as English Proficient (EP). FELLs are students who have sufficient academic English language proficiency as measured by the NYSESLAT exam, and are able to function in a mainstream setting without the structured support of an ESL provider. Due to a concept referred to by Jim Cummins as Common Underlying Proficiency (CUP), many FELLs outperform their general education peers as a result of acquiring skills in both their native language and then in English. Jim Cummins' CUP theory indicates that strategies known in one language (i.e. native language) is accessible in a second language (i.e. English) once the student acquires sufficient proficiency in the second language. The theory explains why so many FELLs are able to successfully transfer the knowledge and skills developed in their native languages to the subjects being studied in English.

While structured, day-to-day support is not mandated for students within the FELL subpopulation, ESL services can still be provided based upon immediate need and through the recommendation of assigned general education teachers. In these cases, many of our FELLs receive continued ESL support via after school programs or during Saturday Academies that have been designed to target the specific needs of our students within certain content areas (i.e. ELA). Some may also be added to existing ESL cohorts for a short duration of time and receive support services during the school day, if need be. ESL providers may also offer support through lesson planning and team teaching with general education teachers. Students within the FELL subpopulation are also entitled to the same modifications on New York State exams afforded to students currently enrolled in our ESL program. At present, there are 55 FELLs enrolled within PS 139 who receive the supports detailed above.

7. This year the staff has continued the process of collaborative learning. Staff members are reading *What Really Matters in Response to Intervention (RTI)* by Richard Allington. RTI represents an important educational strategy to close achievement gaps for all students, including students at-risk, students with disabilities, and English language learners, by preventing smaller learning challenges from becoming insurmountable gaps. In an RTI process, a student who is struggling receives additional instructional support provided by matching instruction to a student's individual needs through a multi-tier instructional model. A central theme of the book is that struggling readers need a full day, at least, of high-quality lessons (including reading texts on their independent reading levels) if they are to match or even exceed the reading growth patterns observed in their high achieving peers. We are beginning the process of designing classroom intervention programs that meet the needs of struggling readers which has to begin with an examination of the quality of classroom lessons they are getting. Virtually all struggling readers spend the majority of their day in the general education classroom. It is the quality of the general education instruction, as well as their push in ESL instruction, that must match the development of the struggling readers.

8. Because our students were more successful than in previous years on the NYSESLAT we would like to continue the in-school and after-school programs for ELLS, however we need to provide additional support to our ELLS and their teachers in order for their growth to show on the ELA exam.

9. ELLs will be afforded the same access to our before-school, after-school and in-school programs. The first round of afterschool (9/2010 - 11/2010) students were selected in grades 4 and 5 by utilizing their spring ELA scores. Any child who received a 1.99 on the ELA exam was chosen to participate in the after-school program. Grade 3 students were chosen based upon their current reading levels, using F&P Benchmark Assessment Running Records. Future after-school programs will also include our ELL population. Groups will be created based upon data collected from classroom teachers, ESL service providers, and additional staff members. In addition, we are initiating "Breakfast Clubs," a before-school program where students are grouped and instructed as determined by their area of need.

Our ELLS are included in all school-wide programs. Programs such as Chess, Studio in a School, Magic Box, Music, Dance, Reading Plus as well our academic intervention services/response to intervention initiative. Our various in school programs are provided/offered to the entire school population, including ELLs.

10. Research has shown that information that is embedded in context allows English learners to understand and undertake more cognitively demanding tasks. High-quality, rigorous instruction involves the use of supplementary materials that not only support the New York State Learning and Content Standards, but that contextualize learning as well. This is especially important for ELLs who do not have adequate grade-level academic backgrounds and/or have language or learning difficulties. Paper-and-pencil activities, as well as instructional delivery methods such as lectures, are often difficult for English language learners. Therefore, supplemental materials that enhance meaning, clarify confusing concepts and enable students to bridge their prior experiences with new learning should be incorporated into all day-to-day lessons. Doing so will also support differing learning styles and multiple intelligences as new information and concepts will be presented in a multifaceted manner. Learning is heightened when students can see, hear, feel, perform, create and participate in order to make connections and construct personal, relevant meanings.

We also have Smartboards in 90% of our classrooms. Our grade 2 self-contained ESL class has a Smartboard and one was just ordered for our grade 1 self-contained ESL classroom. Most of the other general education classrooms with high ELL concentrations also have Smartboards, used for class lessons as well as small group activities.

11. This year we hope to obtain multiple copies of text spanning many, if not all, of the native languages spoken at our school. In addition our ESL students are supported in their native language through the following:

- Pairing them with a classroom partner or "buddy" who speaks the same primary language.
- Encouraging them to talk in their primary languages, as well as English.
- Providing our classroom and school libraries with bilingual texts that represent the primary languages spoken within our classroom and school, to the best of our ability.
- Use of bilingual students, paraprofessionals and/or parent volunteers who speak the same primary language in order to provide tutoring, to read to the students in their primary language and to assist the students with publishing books written in their native languages.

12. Data will be thoroughly reviewed and analyzed during common grade level (i.e. Grade One, Grade Two, etc.) meetings and used to plan lessons, to differentiate instruction based upon student needs, and to formulate flexible groupings of students needing enrichment (above grade level), review & practice (on grade level), re-teaching (slightly below grade level), and remediation (significantly below grade level). Additionally, acquired data will be further reviewed by administrators and our Instructional Team (comprised of grade level leaders, coaches and other ancillary staff) in order to plan and implement differentiated professional development within the school community.

Classroom teachers, as well as the ESL push-in teachers, have just finished the first round assessing their students via the F & P Benchmark Assessment System and documenting their students' progress. The Scantron Performance Series assessments have been completed for grades 3-5 in Math.

13. There are many forums by which new parents, including our ELLs, are provided opportunities to tour the building, meet staff and

administrators, mingle with other new parents and most importantly meet the next year's classroom teacher (all communicated bilingually) before the start of the school year in order to assist with the transition. The first event, held three times throughout the year, is the incoming Kindergarten School Tour. During these tours parents are walked through the building with an administrator and current parents to observe the "everyday" climate of PS 139. Visits include classrooms, cafeteria, library, talent classes, offices, etc. Another opportunity for new parents to become familiar with the ambiance of PS 139 is the End of School Year Kindergarten Orientation. This is a time when current PS 139 parents inform new parents about various parent related interests such as PA, various fundraisers, potluck dinners, Multicultural Night and so much more. The Welcome Breakfast, for families new to the school, takes place in September and is when all new parents are welcomed into the PS 139 family. The Principal, Assistant Principals, parent coordinator, youth developers, counselors, teachers, and parents speak with the parents about routines, procedures and opportunities available at PS 139. Finally, during the Curriculum Conferences, held at the end of September, teachers open their doors to all parents and describe in detail their schedules, curriculum/units, expectations and of course contact information.

14. N/A

C. 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)?

N/A

D. 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 (including non-ELL teachers) as per Jose P.

1. Effective educators are constantly re-evaluating and rethinking their practices focusing on those being taught, curriculum requirements, new information and research, and the day-to-day demands of teaching. It is our belief that in order to make the best teaching decisions for our students, we must be fully informed about credible research, exemplary teaching practices, the social aspects of learning, how our students develop as learners, etc. One of the best ways to continue to be knowledgeable is through engagement in ongoing professional development and conversations during grade level meetings/planning days, weekly labsites, periodic professional development days, professional reading, and through the turn-keying of information acquired while attending workshops and seminars outside of the school.

Through the vision of our principal, Mary McDonald, professional development and conversations have become a vibrant part of our school community. While our teachers have a number of opportunities available to develop themselves professionally, most teachers have chosen weekly labsites to strengthen their collegiality and knowledge-base (which translates into higher student achievement). Through these professional forums, members of our entire school community partake in a number of activities from viewing and discussing high-quality teaching, engaging in thematic grade level planning, delving deeper in best practices/teaching methodologies (including ESL) and differentiated learning via study groups, meeting with outside consultants and working with in-house specialists in the areas of literacy, mathematics and ESL. While labsites are voluntary, the majority of our teaching staff, including our ESL providers and our Administrative Team opts to attend. Each labsite series has one labsite for each grade. Each labsite ranges from approximately 45 to 90 minutes. In addition, we have 2 AUSSIE consultant and Coaches to support our teachers based upon individual professional development surveys.

All ESL teachers attend grade level weekly labsites. Various professional development is provided to all teachers (including ELL teachers) weekly, covering various topics such as Miscue Analysis, Using miscue to plan for guided reading, math self-assessments, writing analysis using rubrics, data analysis (DYO F&P, Scantron Math, NYSESLAT scores, NYS ELA & Math scores), etc. In addition, on all professional development days, the ESL teachers receive professional development with their grade level peers. Our overall goal for the school year is to increase reading volume of on-level texts to improve reading comprehension. Therefore, much of our professional development this year

will focus on assisting the teachers to accomplish this for our students. In addition, we have started to provide training in the First Steps Assessment and Spanish Continuum and will continue looking at the First Steps Reading and First Steps Writing Continuum as well.

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

2. To support our students as they transition to Middle School, we had a Grade 5 assembly to distribute directories. We spent time

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	20	13	7	2	5	1								48
Intermediate(I)	8	19	20	23	13	4								87
Advanced (A)	39	7	23	14	23	23								129
Total	67	39	50	39	41	28	0	0	0	0	0	0	0	264

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	2	3	1	0								
	A	7	3	3	3	1								
READING/ WRITING	B	12	36	13	8	13								
	A	6	20	2	2	1								

Our school partners with Community Based Organizations (CBO) that provides workshops and services to ELL parents. We have three CBO's in our building on daily. CAMBA is an afterschool program that provides homework assistance for students, service-learning

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	18	9	0	40
4	6	15	5	0	26
5	20	10	2	0	32
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

4. Our parental involvement activities are tailored based on the response we receive from the parent surveys and suggestions made

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	8		17		15		7		47
4	4		22		5		0		31
5	6		21		6		0		33
6									0
7									

Part V: Assessment Analysis

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		16		11		1		30
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	
5	16		7		6		1		30
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. 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?
5. 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?
6. Describe how you evaluate the success of your programs for ELLs.

1. We use the Fountas and Pinnell Benchmark Assessment System to assess early literacy skills. All teachers are required to formally assess all students three times per school year. In addition to administering and analyzing running records, K-2 students are required to assess their students' knowledge of letters & sounds, rhyming, blending, segmenting, phonograms, and sight words. The data has informed us that most of our ELLs are reading below grade level, in fact, many are at least one full year behind where they are supposed to be (see attached). In looking at the overall F&P data, it is clear that our students, specifically our ELLs, require small group targeting reading instruction. Most of our ELLs not only receive in classroom support from a general education teacher, but services from an ESL push-in provider as well. Therefore, we need for the instruction, goals, and expectations for students must be clear and consistent.

2. In analyzing the data, a great majority of our ELLs did better in the Listening and Speaking modalities over the Reading and Writing modalities. In looking at the trends over the past three years, our students normally do better on the ELA than the NYSESLAT, however this year our students performed better on the NYSESLAT than on the ELA exam. In addition, our students performed better on the NYSESLAT this past year, than they did in the previous two years.

3. All teachers have all been given their students NYSESLAT scores. It was clear to the classroom teachers as well as the ESL providers that a

however the data concludes that our ELLs must be a targeted population, specifically in ELA (Reading) this school year. Most of our ELLs received levels 1 or 2 on the NYS ELA exam. They are performing below grade level and lower than a majority of their “general education” peers.

We have “Designed our Own (DYO)” Assessments at PS 139. In literacy we use a combination of the Fountas and Pinnell Benchmark Assessment System (three times per year), Writing Rubrics focusing on the traits of writing, and AUSSIE comprehension rubrics. As noted above, the data is conclusive, a majority of our ELLs are reading below grade level.

5. N/A

6. In order to evaluate success, we first compare NYSESLAT scores from year to year. It is important to compare the percentage of students scoring Beginner, Intermediate, Advanced and Proficient overall and in each of the modalities. Next we look at the grade 3-5 NYS ELA/Math exam scores. These scores are compared to the NYSESLAT scores of that school year, as well as the State scores for previous years. We look for trends in the student data (classroom teachers, ESL provider, years of service, score matching, F&P levels, etc). This past year, our Title III after-school programs focused on specific literacy skills taught through NYSESLAT preparation. Since our scores on the NYSESLAT improved, that program was successful for our students. Because our scores on the ELA exam declined, we are spending this year revamping the ELA after-school programs as well as in-school AIS and RTI to better support all of our students.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
--------------	-------	-----------	-----------------

	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		