



THE REGO PARK SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 28Q139

ADDRESS: 93-06 63RD DRIVE, REGO PARK, NEW YORK 11374

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SECTION I: SCHOOL INFORMATION PAGE

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

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

SCHOOL TELEPHONE: 718-459-1044 **FAX:** (718) 459-1044

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

POSITION/TITLE PRINCIPAL **PRINT/TYPE NAME** MONICA POWERS-MEADE

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Alsina Perry

PRINCIPAL: Monica Powers-Meade

UFT CHAPTER LEADER: Erin Hookim

PARENTS' ASSOCIATION CO- PRESIDENTS: Diane Leibowitz and Rosemary Kiladitis

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 28 **CHILDREN FIRST NETWORK (CFN):** 207

NETWORK LEADER: Mrs. Peggy Miller

SUPERINTENDENT: Ms. Jeannette Reed

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT 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
Monica Powers-Meade	*Principal or Designee	
Erin Hookim	*UFT Chapter Chairperson or Designee	
Diane Leibowitz	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Elizabeth Sparling	Member/Teacher	
Kelly Grupper	Member/Teacher	
Theresa Smith	Member/Teacher	
Rosemary Kiladitis	Member/Parent	
Alsina Perry	Member/Parent	
Josephine Cao- Cheng	Member/Parent	
Stephanie Zevon	Member/Parent	

(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.

Public School 139 is located in Rego Park. The school has more than 20 languages spoken among a population that is drawn from 75 countries. Students from Corona, District 24, are also zoned to attend our school. This K-6 school serves a population 3.2% Black or African American, 25.1%, Hispanic, 37.6% White, and 33.5% Asian students. Boys account for 52.6% of the students enrolled and girls account for 47.4%. The attendance for the school year 2009-2010 was 96.1%.

Vision/Mission

We see our school as a diverse community where children will acquire the tools to become effective members of society. Teachers, administrators, staff, and parents will work together to provide a safe environment and quality education for all.

The student population is heterogeneously grouped with one gifted class on grades 2-6. P.S. 139 is the home of four Special Education classes and three ICT classes. Our Special Education students are language delayed, autistic, or physically challenged. There are approximately 20 students who receive the services of our SETTS teacher.

P.S. 139 collaborates with District 75 to provide an inclusion setting for 16 students from P.S. 177. These students enjoy the benefits of working and learning in the mainstream.

We have approximately 135 ELL students. 75% of our students reach proficiency on the NYSESLAT and exit the program in three years.

All classes have a 90 minute block of literacy followed by a 50 minute afternoon literacy based workshop revolving around science and social studies.

P.S. 139 is proud of its partnership with Teachers College for literacy professional development for its teachers. Teachers attend Teachers College Calendar Days and Common Core Standards Days to add to their expertise. Mathematics in grades K-5 is focused on Everyday Mathematics. Students in grade 6 use Math Advantage. Problem solving is spotlighted.

The arts play a key role at P.S.139. Our bulletin boards are a testimony to the Standards achieved. Students learn an understanding of the language of music. We are proud of P.S. 139's Glee Club comprised of upper grade students. Students strengthen skills in art interpretation during the library/research periods. Students gain a profound awareness as they explore the Great Masters.

The Parents' Association of P.S. 139 is effective in supporting the staff to provide a quality education for the students. The Parent Coordinator works in conjunction with the Parents' Association and the Principal to increase parent involvement. Workshops are offered to strengthen the home-school connection. The Parents' Association has developed a strong After School Program. We have also spearheaded a successful Parent Book Club partnering with P.S. 144 and the UFT.

The Central Queens Y After School Program is a site- based program. The children are introduced to multi-cultural arts and homework help.

Finally, we are proud of our partnership with St. John's University and their educational observers and student teachers. Our school serves as a promising lab site and field work showcase for aspiring teachers.

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:	The Rego Park School				
District:	28	DBN #:	28Q139	School BEDS Code:	342800010139

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input checked="" type="radio"/> 7
	<input checked="" type="radio"/> 8	<input checked="" type="radio"/> 9	<input checked="" type="radio"/> 10	<input checked="" type="radio"/> 11	<input checked="" type="radio"/> 12	<input checked="" type="radio"/> 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	0	0	0		95.2	96.4	96.1		
Kindergarten	120	131	153						
Grade 1	119	111	152	Student Stability: % of Enrollment					
Grade 2	102	124	121	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	104	103	136		95.9	92.3	TBD		
Grade 4	103	104	115						
Grade 5	130	109	111	Poverty Rate: % of Enrollment					
Grade 6	106	126	90	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					49.3	46.7	61.1		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					2	1	TBD		
Grade 12									
Ungraded	4	1	2	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	788	809	880		14	18	21		
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	20	15	24						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	0	6	19	Principal Suspensions	8	10	6
Number all others	28	47	42	Superintendent Suspensions	8	1	2
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(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	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	127	137	146	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	2	22	(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	48	52	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	8	8	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	2	TBD
	0.0	0.0	0.0				
				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	97.9	100.0	TBD
American Indian or Alaska Native	0.0	0.0	0.0	Percent more than two years teaching in this school	77.1	80.8	TBD
Black or African American	3.2	2.8	3.2	Percent more than five years teaching anywhere	64.6	67.3	TBD
Hispanic or Latino	26.4	24.7	25.1				
Asian or Native Hawaiian/Other Pacific Isl.	35.0	35.5	33.5	Percent Masters Degree or higher	92.0	94.0	TBD
White	35.4	36.3	37.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	TBD
Multi-racial							
Male	51.9	52.0	52.6				

DEMOGRAPHICS							
Female	48.1	48.0	47.4				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY										
SURR School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>		If yes, area(s) of SURR identification:								
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>										
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):										
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>				<u>Category (Check <input checked="" type="checkbox"/>)</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 (<input checked="" type="checkbox"/>)			Secondary Level (<input checked="" type="checkbox"/>)						
	ELA:	√		ELA:						
	Math:	√		Math:						
	Science:	√		Grad. Rate:						
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:										
				Elementary/Middle Level		Secondary Level				
Student Groups				ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students				√	√	√				
Ethnicity										
American Indian or Alaska Native										
Black or African American				-	-	-				
Hispanic or Latino				√	√	-				

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
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	√ 7 of 7	√ 7 of 7	√ 1 of 1				
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				
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</p>							

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2009-2010		Quality Review Results – 2007-08	
Overall Letter Grade	C	Overall Evaluation:	Well Developed
Overall Score	40.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	6.7	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 25% of the Overall Score)	6.8	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	24.1	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	2.5	Quality Statement 5: Monitor and Revise	Proficient
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

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?

Summary of Data Analysis/Findings- Early Childhood

The data gathered from the Teachers College assessments, student portfolios, students' published writing pieces, conference notes, Every Day Mathematics, and school-wide Inquiry Team work reveal a trend of standard setting achievements in these areas. We are a school focused on data that indicates we are making steady gains in mathematics and literacy.

However, our 2010 Second Annual Inquiry Share Fair held on June 10, 2010, showcased areas of strength and areas of weakness. Our Kindergarten Inquiry Team for 2009/2010 focused on a target population who are unable to identify at least 11 alphabet letter sounds. By the end of SY 2009/2010, these kindergarten students performing on Pre-Emergent Reading level, made at least one year of progress in decoding skills, and moved up to Fountas and Pinnell independent reading levels of " B or C."

Our first grade Inquiry Team gleaned data from running records, TC sight word assessment, TC alphabet/letter sound assessment, teacher observations, reading conferences, and ECLAS 2-phonemic awareness. The first grade team focused on the sub-skill of decoding. Students in the target group population moved up at least 5 reading levels during the 2009/2010, as assessed using Teachers College independent reading level assessments. The use of Foundations and small group work that was targeted produced the best learning results for our students.

The grade 2 Inquiry Team gleaned data from the portal TC Assessment Pro, running records, NYSESLAT results, ATS, and CAP. This team focused on the sub-skill of using context clues to raise comprehension. They used picture clues, meaning clues, guided reading, thinking maps, and small group instruction to achieve results. 85.7% of students in the target group improved on the overall baseline assessment.

The results of our inquiry team reflections indicate the vocabulary skills are still weak and an area to refocus our energy. We have a concentration of ELL students in the early childhood grades. Some other trends spotlighted are:

- Everyday Mathematics assessments in the early childhood grades indicate we must focus more energy on computational skills and problem solving strategies.
- Building the partnership work of Reading Buddies will expand to strengthen leadership skills in our upper grades and reinforce sustained silent reading for our little ones.

- Students in the early childhood grades need to reenergize with a more thoughtful focus on non-fiction genre. More informational texts will be ordered to freshen our libraries and address the needs of various sub-groups. This is a necessary component for the Common Core Standards. Readers need to be exposed to more text features and academic language to make gains with comprehension. Attention to increased text complexity needs to be spotlighted.
- Grade 1 teachers new to the grade will receive training and on-going support in using Foundations. Mentors will be assigned to new teachers to support their professional growth.
- The staff will continue to explore new and inventive strategies that boost achievement and share with colleagues at grade conferences and faculty meetings. Attention to guided reading groups, flexible, small group work centered on meaningful data will be promoted by the Administration and Teacher Leaders. Interactive read alouds and partnership work that calls attention to the richness of vocabulary and scaffolded reading strategies will be shared and carried over to the classroom.
- Grade 2 teachers received extensive professional development in SY 2009/2010 using thinking maps as an additional tool to boost student learning outcomes. We will continue to establish a system in place to support their efforts through our CFN Support Specialist.
- Students need to be engaged with Writers Workshop on a daily basis and to be given daily opportunities to perfect their craft as writers. Writing needs to be promoted across all content areas as it builds a thinking curriculum with high expectations. Students will be using the approach of SAY WHY and WRITE WHY in all academic areas. This push to roll out the Common Core Standards is a school-wide effort that starts in the early childhood grades.

Upper Grades 3-6/ Findings

We concentrated our initial review gleaning information from the June 10, 2010 Inquiry Share Fair results. This school-wide Share Fair was the culminating event showcasing the data interpretation and action/inquiry work for 2009/2010. The grade 3 Inquiry Team gleaned data from EPAL, ITAs, and running records. Students in the bottom third demonstrated a weakness in summarizing the main idea. Teachers used a variety of strategies and tools such as thinking maps, guided and independent skill practice, and explicit teaching in small group settings. 33 third grade students jumped a minimum of two reading levels and summarized and identified details as measured by a customized ITA with 75% accuracy. We are continuing to lift comprehension by utilizing thinking maps.

Grade 4 Inquiry Team gleaned data from ITAs and teacher anecdotal evidence that strongly suggested improvement was necessary in math problem solving. Learning Targets included math language, visualizing problems, and writing number sentences for solving multi-step word problems. Strategies and tools used to lift the students' achievement included teacher modeling, acting it out, partners preparing for student modeling, support from manipulatives, and integration of technology. 70% of the students in our bottom third in solving word problems, were able to master identifying steps, and show work as measured by teacher created assessments.

Grade 5 Inquiry Team gleaned data from a variety of sources such as New York State ELA , New York State 2009 Item Analysis Report, running records, 2009 NYSESLAT results, ATS and CAP. This team worked with students in the bottom third. They saw evidence that students needed to show growth in using evidence to identify elements of character. Strategies and tools used included vocabulary flash cards, thinking maps, character organizers, and conversations in partnerships, guided reading in small groups, or one on one conferences. The use of these tools and strategies certainly impacted the Conditions of Learning. 23 students in the bottom third in grade 5 demonstrated an increase of two reading levels and achieved at least 80% accuracy on a customized character element assessment.

The grade 6 Inquiry Team gleaned data from the 2009 New York State ELA, 2009 NYSESLAT, and the 2009 Progress Report. They noticed that the bottom third students demonstrated a weakness in conventions and mechanics of writing. The Grade 6 Team's learning targets focused on grammar, syntax, and capitalization. Tools and strategies used included small paragraph editing for 15 minutes of writing with immediate feedback, independent skill practice on the learning target, and self/peer editing. Explicit teaching, read alouds, and small group instruction were implemented. Students who achieved less than 2.9 points in the writing conventions and mechanics on their baseline customized assessment will demonstrate growth in the quality of their writing samples and be able to move up to level 5 or higher on a 6 point scale teacher created rubric. 85% proficiency was reached by students.

We are also proud of the teachers' participation in inquiry work. We accelerated learning through strong teacher collaboration and shifting the spotlight to Conditions of Learning. Teachers are becoming more sensitive to what is taught and how it is taught. There is a more reflective tone in the building. Inquiry work has been embedded in our school and it is systemic.

The results of the New York State 2009/2010 ELA indicate that 61.7% of our students in grades 3-6 scored level 3 or 4. This is a drop of 15.4 percentage points from SY 2008/2009. We scored a letter grade of "C" for Student Performance on the DOE Progress Report. We attribute this to rescaling of the scale scores by the New York State Education Department. Increased text complexity and higher standards were contributing factors. We scored 53% percent higher than our City Horizon. Our median growth percentile model score was 73.0. This was 52.9% better than the school relative to the Peer Horizon low to high range. Our school relative to the City Horizon was 63.9%.

We were disappointed with the literacy growth of our students, but have put into place a system of more rigorous professional development to increase student performance and growth. We will continue to strategically use informative data to target explicit instruction with our at-risk students. We will work smarter with our inquiry teams by dedicating more time to the process so that our work will grow deeper. The Administration has scheduled and dedicated a second common prep for each grade targeted for inquiry work. In addition an SBO was recently approved which means inquiry work for teacher collaboration will take place on Thursdays. Instructional extended time sessions will be scheduled for Mondays, Tuesdays, and Wednesdays. We will expand our Japanese Lesson Study to be mindful of adjusting instruction after assessing student growth.

Strong professional development in Balanced Literacy coupled with an increased rigor using the Common Core Performance Tasks in the classroom will promote literacy gains. We will continue to foster intervisitation sessions to shape professional expertise and spotlight student work products as we develop grade wide rubrics. Conference notes and attention to next instructional steps will be the centerpiece of our grade conference meetings. We will look closely at what our students do well and areas that need attention. We need to close the achievement gap especially with our median growth percentile for our school's ELA lowest third. We scored 59.0 from the lowest to the highest range for Student Progress. Clearly, we are on a path of school improvement as we roll up our sleeves and push excellence in literacy instruction.

The results of the New York State 2009/2010 Mathematics Test indicate that 77.7% of our students in grades 3-6 scored level 3 or 4. This is a drop of 18% from SY 2008/2009. Again we attribute this drop to the NYSED rescaling of the scale scores and a clear, focus on raising the bar to higher standards. However, we scored 58.1% better than our City Horizon as measured on the DOE Progress Report. Our median growth percentile in mathematics was 59.0. We scored 38.8% better than our Peer Horizon lowest to highest range and 54.4 % better than the City Horizon lowest to highest range. We scored 60.0 for the median growth percentile for our school's lowest third which was 27.0% better than our school relative to the Peer Horizon and 29.6% better than the city Horizon.

We are making inroads with math proficiency levels but definitely have our challenges ahead of us. We will continue to foster a thinking curriculum through Everyday Mathematics. Students will be given

daily opportunities to work in partnerships which lift the level of the work and builds construction of math meaning and numeracy. Reflection journals will be generated and students will articulate through the approach of SAY WHY how they arrived at a solution. We will strengthen our professional development through the expansion of a Japanese Lesson Study for teachers in mathematics. We will also grow our participation in Bank Streets Math for All Program. Teachers will strengthen their professional expertise using research-based strategies in the classroom.

Small group instruction will be the centerpiece for intervention services to accelerate learning for students. Our grade conferences will focus on interpretation of data from ITAs, Scantron Performance Series, and formative assessments. In addition, we will implement a rigorous after-school AIS program for our struggling students in mathematics and literacy.

We will continue to align our instructional delivery and classroom environment to the Professional Teaching Standards. Our conversations with the staff will promote dialogue on how students learn best and how data reveals a compelling story about each student. We will continue to advocate for a thinking curriculum which is more engaging and taps the learning modalities and student ownership through measurable goals.

The SY 2007-2008 DOE Quality Review recommends that the school examine data in more depth to identify variations in learning outcomes for different groups. On the SY 2009/2010 Progress Report, we made exemplary proficiency gains of 6.3% with our self-contained students on the ELA. In addition, we scored exemplary proficiency gains of 47.6% for our Math SETTS students. Our English Language Learners made exemplary proficiency gains in Mathematics of 43.3% reaching the 75th growth percentile. Our lowest third mathematics students made exemplary gains city-wide by scoring 47.6% reaching the 75th Growth percentile.

We will continue to promote the ESL co-teaching model in grades 1, 2, 3, and 6. This partnership will utilize strong academic language and the strategic use of the workshop model in ELA and mathematics. This co-teaching model will be supported with on-going professional development from the Administration and the CFN. In addition, ESL teachers will share a common prep to foster collaboration and planning time. We will expand our participation with the DOE MY ACCESS online pilot program to build writing skills in our ELL students. ESL teachers will receive on-going off site professional development with MY ACCESS.

The June 2008 Quality Review results suggested that we need to make greater use of students' learning styles to maximize learning outcomes. Teachers need deeper professional development in establishing learning styles and learning modalities as important key elements in accelerating learning for all children. Delivery of instruction must take into account the learning styles of students. We are continuing to facilitate professional development in this area with Teachers College study groups and our Mathematics and Science Lesson Study Groups led by our enthusiastic teachers and CFN Support Specialist.

This year we are moving forward with more vigor to support differentiation of instructions efforts through small group work and enhanced efforts with technology. We hope to continue to deepen teachers' use of technology through the recently acquired RESO A grant. We are equipping P.S. 139 with more Smart Boards and document cameras. Technology supports effective instruction and helps address as an area of improvement noted on the June 2008 Quality Review. We are moving forward to make learning transformational through technology usage.

The results of the SY 2009/2010 School Survey indicate that we made significant gains from SY 2008/2009. This was a concerted effort on the part of the Administration, teachers, and parents to demonstrate school improvement. In terms of academic expectations, we made gains from 7.6 in SY 2008/2009 to 8.0 in SY 2009/2010. In communication, we demonstrated an improvement from SY 2008/2009 from 6.4 to 7.0. In engagement, we made gains from 6.9 in SY 2008/2009 to 7.5 in SY

2009/2010. In terms of safety and respect, we showed additional growth from 7.6 in SY 2008/2009 to 8.0 in SY 2009/2010. Clearly, we are proud of our school survey results, and we scored a grade of “B” in this area. .Our participation rate of parent and guardians rose from SY 2008/2009 of 91% to 99%. That is certainly a proud accomplishment. Our teachers’ participation rate rose from 62% in SY 2008/2009 to 91% in SY 2009/2010.

Our attendance rate for SY 2009-2010 as noted on the Progress Report indicated we scored 60.2% higher than our Peer Horizon schools. This is an area that we will prioritize to increase student attendance and close the achievement gap.

The results speak for themselves. We are a school on the move! While we are proud of our “small wins” we were clearly disappointed that we missed a “B’ designation overall score from the DOE by .6 of a cut off score. This setback has energized our teachers and school community to move forward and make more significant improvements this year.

Barriers to Improvement:

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

In addition, we are a school limited in space and functioning at 130% capacity. This limits the school in terms of scheduling events. We are mindful of maximizing our space functionality whenever possible.

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

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 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.

CEP Goals

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

1. After conducting our needs assessment, the SLT found that literacy achievement was a priority goal for our upper grade students. As a result, we will strengthen and improve the literacy performance levels of our students in grades 3-6 by a 2% gain as measured by the New York State 2011 English Language Arts Assessment from 61.7% in SY 2009/2010 to 62.9%
2. After conducting our needs assessment, the SLT found that school tone should be a priority goal. As a result, we are supporting school-wide initiatives that will create a more respectful, safe environment for all students as measured by the DOE School Survey of 8.0 in SY 2009/2010 to 8.2 in SY 2010/2011
3. After conducting our needs assessment, the SLT found that student achievement in mathematics should be a priority goal with upper grade students. As a result, we will strengthen and improve the mathematics performance levels of our students in grades 3-6 by a 2% gain as measured by the New York State 2011 Mathematics Test from 77.7% in SY 2009/2010 to 79.2%
4. After conducting our needs assessment, the SLT found that we need to make gains with school-wide attendance. As a result, we have made attendance a priority goal. We will increase by .5% grades 3-6 attendance as measured by ATS for SY 2010/2011

Principal Performance Review Goals

- 1 To strengthen a school tone of respect and safety for all stakeholders in order to advance student achievement and performance
2. To accelerate student literacy achievement by promoting exemplary reading instruction that addresses the Common Core Standards
3. To deepen and extend a systemic culture of inquiry among all teachers in order to promote academic achievement in all students

4. To increase the number of teachers using small group instruction in literacy and science that advances student autonomy and differentiation of instruction

5. To strengthen community support with parents as stakeholders by increasing participation and engagement at school-wide events

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): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>After conducting our needs assessments, the SLT found that literacy achievement was a priority goal for our upper grade students. As a result, we will strengthen and improve the literacy performance levels of our students in grades 3-6 by a 2% gain as measured by the New York State 2011 English Language Arts Assessment from 61.7% in SY 2009/2010 to 62.9%</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Deepen Buddy Partnerships where upper grade students join in a partnership with early childhood students to nurture literacy appreciation through read alouds and developing shared published writing pieces • Provide increased professional development and collaboration with Teachers College Literacy Staff Developers by broadening the base of pedagogical knowledge through study groups that reflect best practices with literacy(21 visits during SY 2010/2011) • Teachers will take part in monthly grade conferences with the Administration and look solely at students’ work through the lense of continual improvement. Students’ logs, post-its, running records, ITAs attendance records, and published writing pieces will be examined. • Plan and implement through Teacher Leaders’ Lunch and Learns the rollout of the literacy Common Core Standards. An overview will be presented followed by break out groups in early childhood and upper grade work on the ELA performance tasks. • To implement a school-wide initiative that promotes opinion writing twice during the school year. This activity will strengthen opinion writing which is a key component of the Common Core Standards. • Teachers will infuse the SAY WHY and WRITE WHY approach in all content areas. This will be strengthened through modeled partnership work. This promising practice will be shared continuously by the Administration to promote student autonomy, reflection, and critical thinking skills. The Principal’s vision will weaved throughout her News and Notes about this approach to learning. Rigor will be emphasized.

- The Principal will encourage best practices of the Common Core Standards by sending teachers to 10 Common Core Calendar Days at Teachers College. Turn keying of notes with teams will be encouraged.
- To deepen action research plans among the staff to improve literacy development through inquiry work. The Principal will schedule and dedicate an additional common planning time for teams to meet.
- The UFT along with the Administration will put forth an SBO proposal to use Thursday's extended time session for teacher collaboration and inquiry work effective the week of November 1st, 2010.
- Increase time on task with sustained silent reading to build literacy stamina through Drop Everything and Read activities and other reading incentives such as Book It.
- Implement workshops for parents highlighting the home-school connection through events like Munchkins for Mom, Dads and Donuts etc. These will be facilitated by our Parent Coordinator and designated staff members.
- Implement May We Read event – Parents/ guardians and community stakeholders will be invited to participate in planned read alouds to foster the appreciation of reading in school. Reading is a lifelong habit that needs to be nurtured
- Students in grades K-6 will sharpen their critical thinking skills through weekly lessons in art interpretation through library time
- Increase parent participation in Parent Book Clubs through our partnership with P.S. 144
- Community Read Alouds through our Book of the Month initiative will weave a common thread of joy for literacy throughout the school building. This initiative will serve as an entry point rallying our readers. The Book of the Month will also give students an opportunity to respond and spark new ideas by showcasing their writing pieces on the hallway bulletin boards.
- The Principal will also tap the expertise of Teachers College mentor, Ms. Laura Kotch, in moving the school forward to build strong readers. Ms. Kotch will visit P.S. 139 twice during the school year and will serve as a vital resource to the Principal and Teachers College Staff Developers to sustain and improve growth.
- Classroom teachers will participate in Teachers College Calendar Days to deepen their professional expertise in order to impact student learning.
- Teachers will use the Smart Boards and document cameras to enhance literacy instruction
- Parents will participate in ARIS Parent Link Workshop in order to foster student achievement
- The literacy connection will be further promoted through a Barnes & Nobles P.S. 139 storytelling event in November/December 2010

<p>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, SIBR, 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.</p>	<p style="text-align: center;">SECTION VI: ACTION PLAN</p> <ul style="list-style-type: none"> • The administration will beef up and freshen our classroom libraries to spotlight informational texts to be mindful of increased text complexity • To increase professional development through horizontal and vertical intervisitations of classrooms to build upon reflective practices • The Principal will craft a proposal to secure a CASA grant through the Department of Cultural Affairs and the City Council to lift critical thinking skills through a series of virtual tours of the New York Hall of Science for students in grades 3-6. The Hall of Science instructor will make use of Smart Board technology as he guides the instruction for students after school. Investigations explored will stir the curiosity of students in the areas of chemistry and physics.
<p>Subject/Resource Implications for Budget, Staffing/Training, and Schedule</p>	<ul style="list-style-type: none"> • The Principal will align Contract for Excellence Funds for targeted assistance of ELL students and former ELL students through small group instruction.
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>After completing this funding, the SIBR budget to support the hiring of substitute teachers to facilitate further professional development on literacy best practices in a safe environment. Funding will also be available for Teachers College Calendar 2009/2010 Days 8.2 matrix in SY 2010/2011</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • The Principal will facilitate school programming to a seven period day to accommodate more planning and collaboration opportunities for the teachers and staff. • Distribute on a regular basis commendation cards to reward positive classroom behavior. Teachers and staff will distribute them to students. • The after school Academic Intervention Program for grades 3-6 will be implemented for our at-risk students twice per week for 90 minutes. • The Administration will designate December as a Please and Thank You Month to increase attention on proper manners. Student incentives will be generated to increase the success of this program. This ties nicely into our school-wide drive of Respect for All. • The Administration will glean evidence based on parents' comments at Parent Leadership Opportunities and make available to all first and second grade students to weekly formal observations and this early childhood grades will be conducted by the Principal and the Assistant Principal to assess the quality of instruction and implementation of state approved practices in all classrooms. All Administrative action will take for the Quality Review knowledge. • Increase parent communication and support by calling parents immediately regarding a student infraction. • The Principal will share with teachers in the weekly News and Notes her vision, recognize teacher and staff accomplishments, and highlight administrative items regarding safety items. • Twice per year a Respect for All assembly program will be implemented to review the Chancellor's Citywide Standards for Discipline and Intervention Measures. Excitement will be generated to encourage students to show ownership and pride in their actions. • The Principal will rearrange school schedules to allot for the Student of the Month assembly program to recognize student conduct and achievement. This will also be

	<p>used to build parent outreach.</p> <ul style="list-style-type: none"> • The Parent Coordinator will establish weekly, morning Healthy Lifestyle Walking Club to provide another forum for parents to discuss issues of importance that impact their children. • Deepen P.S. 139's parent e-mail network facilitated by our Parent Coordinator. • Provide several opportunities for the Code Blue Team to practice CPR techniques and review procedures • Provide opportunities for epi-pen training and glucagon training for designated staff members with the school nurse • The Administration will publicize the SAVE Room protocol to all teachers and staff members • The Administration will meet with the Guidance Counselor and Chapter Chairperson on a needs basis to discuss important safety issues. • To generate and distribute to parents a quarterly Back Pack photo newsletter spotlighting the various, exciting activities and initiatives in the arts and across the curriculum • The Administration will monitor the tone of the building through daily Learning Walks. • To celebrate the Chinese School New Year with a school parade to strengthen respect for diversity • Establish confidential mailbox in Guidance Counselor's office to submit notes from students' experiencing problems • Establish in the school lobby a confidential mailbox where parents/guardians can write suggestions for school improvement • Program anti-bullying performance from a note-worthy cultural organization • The Principal and Assistant Principal will implement tabletop exercises three times during the year for the Building Response Team. • Implement a Safety City field trip and follow-up visit by the New York City Parks Department • The Administration and teachers will work closely together to align art residencies with the curriculum. Careful attention will be focused on the New York State Art Standards.
<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>	<ul style="list-style-type: none"> • The Principal will rearrange the school schedule in order to promote effective assembly programs for students. • The Principal will provide funding in the school budget to purchase services of various cultural organizations that target bullying interventions through assembly programs • The Principal will provide funding for a Book of the Month which addresses bullying • The Principal will provide funding in the school budget to secure art residencies in grades K-6.

	<ul style="list-style-type: none"> • The Administration will align the scheduling of the art residencies to the master school program.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • The school's Safety Committee composed of various stakeholders will actively monitor the success of our efforts through strong communication with the staff and parents. • Gains will be measured with a decrease in student disciplinary infractions and an increase in monthly commendation cards for each class. Daily interfacing with the school's Guidance Counselor will be conducted by the Administration.

	<p>classroom practice</p> <ul style="list-style-type: none"> • Implement Family Math Night and utilize technology to broaden the depth and engagement of all participants • First in Math online activities will be expanded in this state pilot program for students in grades 4-6. • Introduce Every Day Mathematics Parent Workshop to inform and enlighten parents on strategies and formats used for this program. • Kindergarten and grade 1 students and parents will participate in a 100th Day of school activities integrated with math concepts and visual art. • To tap math literacy by broadening the number of teachers and paraprofessionals participating in Cook Shop, a nutrition program from Food Bank and the USDA. This program encourages students to measure, cut, and enjoy non-processed food to foster healthy eating habits.
<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>	<ul style="list-style-type: none"> • The Principal will allocate funding in the school budget for the AIS After School Program. • The Principal will continue to support a seven period day. • The Principal and Assistant Principal will rearrange the school schedule to facilitate intervisitations and professional development to accelerate learning. • The Principal will allocate funding in the school budget for per-diem days for a part- time teacher for small group instruction • The Principal will tap Contract for Excellence funding for the AIS teacher to support students at-risk in a one to one setting or small group setting.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Evidence garnered from student mathematics notebooks, math artifacts displayed, and writing responses demonstrated about problem solving will be analyzed. • The Administration will conduct purposeful Learning Walks and formal observations to evaluate the quality of mathematics instruction in the classroom. • Evidence from agendas, sign-in sheets, and feedback from teachers at grade conferences will be used to monitor success in meeting this goal.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>After conducting our needs assessment, the SLT found that we need to make gains with school-wide attendance. As a result, we have made attendance a priority goal. We will increase by .5% grades 3-6 attendance as measured by ATS for SY 2010/2011</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • To distribute commendation cards to the class on each grade with best attendance at the Student of the Month assembly program. • Provide at the end of the year an Outstanding Attendance Award to students • School aides will continue to establish a telephone protocol to reach out to a parent when their child is absent • The Principal will continue to write in the Parents' Voice and in monthly communication the importance of consistent attendance to avoid achievement gaps • Distribute hand sanitizers to all classrooms for daily use to prevent the spread of germs • The Principal and staff will work closely together to diminish the practice of students missing school due to vacations that do not correlate with the DOE school schedule • Parent Coordinator will spread the message in her weekly e-mail updates the importance of student attendance and how its impacts student performance • The Principal will meet monthly with the Assistant Principal, Pupil Personnel Secretary, Parent Coordinator, attendance teacher, and Guidance Counselor to spotlight the importance of strong attendance and discuss student challenges

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

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.

- The Principal will rearrange the school schedule in order to promote Student of the Month assembly programs.
- The Principal will provide funding in her budget to provide additional hours of work for school aides to reach out to parents about attendance.

Indicators of Interim Progress and/or Accomplishment

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

- The school's Attendance Committee will monitor the monthly attendance of the school through ATS. We will monitor the success of our efforts in reaching out to parents and spreading the value of good attendance in the school community.

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	35	0	4	3
1	7	7	N/A	N/A	28	2	5	6
2	12	12	N/A	N/A	25	1	10	5
3	9	9	N/A	N/A	30	2	4	4
4	21	21	17	8	35	5	5	4
5	15	15	8	9	30	4	5	4
6	7	7	4	11	23	1	2	3
7								
8								
9								
10								
11								
12								

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Pull- out/Push-In Reading: Students not meeting the standards are provided with weekly small group instruction in a pull-out model to assist them with acquiring strategies and skills needed to become independent readers during the school day two times per week during a 50 minute session.</p> <p>Extended Day Program: Students in grades 1-6 receive academic support in Literacy and test taking strategies during small group instruction in our after school Extended Day Program. Materials include skill books and practice test materials. Foundations, Leap Frog, and Wilson are used three days per week for the 37.5 minute sessions. Technology use such as Smart Boards and document cameras are encouraged to enhance instruction.</p> <p>Differentiated instruction: Classroom teachers continuously assess students and provide remediation and enrichment to meet students' needs in Tier 1 settings during the school day. Learning styles and meta-cognitive approach to learning are emphasized.</p> <p>AIS After School Program: Students in grades 3-6 in need of additional assistance to meet the Standards participate in small group instruction designed to meet students' needs by using data to address strengths and weaknesses two days per week for 45 minute sessions.</p>
Mathematics:	<p>Pull- out Math: Students not meeting the Standards are provided with weekly small group instruction in a pull-out model to assist them with acquiring strategies and skills needed to become more successful. Articulation with upper grade teachers ensures congruence of instruction. This occurs two times during the 50 minute session.</p> <p>Extended Day Program: Students in grades 1-6 receive academic support in math and test-taking strategies during small group instruction in our Extended Day Program. Instructional materials, manipulatives, technology with computer-assisted instruction, skill books, and practice test materials are used. This occurs three days per week for 37.5 minute sessions.</p> <p>Differentiated Instruction: Classroom teachers continuously assess students and provide data-driven instruction for remediation and enrichment to meet student needs during the school day.</p> <p>AIS After School Program: Students in need of additional assistance in order to meet the Standards participate in small group instruction designed to meet students' needs by using data strategically to support instruction. This occurs two days per week during 45 minute sessions.</p>
Science:	<p>Differentiated instruction: Science support is provided through hands-on experiment- based curriculum that focuses on vocabulary, scientific skills, and knowledge that can be applied toward the curriculum and state assessments in Science during the school day.</p> <p>AIS After School Program: Science support is given to students having difficulty meeting the state Standards. This small group instruction meets twice per week for 90 minute intervals during</p>

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

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (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.

- 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) 2-6 Number of Students to be Served: 65 LEP Non-LEP

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

School Building Instructional Program/Professional Development Overview

Our staff will receive professional development on topics such as, but not limited to: Academic Language for ELLs in Math, Co-teaching ELLs in a Collaborative Setting, “Unpacking Information” from Complex Sentences, The L2Stall, and Modifying Instructional Plans to Adjust for Student Needs.

Section II. Title III, Part A LEP Program Narrative

Refer to LEP Narrative of 2009-2010. Our Narrative was approved and we intend to make no revisions.

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.

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.

Our staff will continue to receive professional development during Lunch and Learns, Grade Conferences, Faculty Conferences, and during Curriculum Days. Whenever appropriate, we will send faculty to Teacher's College ELL Workshops. We get professional support and development from our Network ELL specialist. The titles of some of our development were enunciated in the section entitled School Building Instructional Program/Professional Development Overview.

Section III. Title III Budget

School: P.S. 139 BEDS Code: 342800010139

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 - Per diem	16043.63	270 hours of per session for ESL and General Education teachers to support ELL students: 270 hours x \$ 49.89= \$13427.10 45 hours of per session for Supervisor: 45 X \$ 51.34=\$ 2310.03 14 hours of per session for Secretary = \$306.50
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$2,576.00	Books on Tape, Phonic and Test Taking Skills Workbooks, Adult Level ESL material, leveled books, Supplemental Hampton Brown Avenues materials, consumables, and secure laptop cart
Educational Software (Object Code 199)	\$5,500.00	5 laptop computers@\$1100.00 (approximately) supplemental hardware compatible with already existing educational software (Rosetta Stone)
Travel		
Other	\$400.00	Planning time for articulation among the ESL teachers and the

		mainstream teachers in order to further collaboration during the program.
TOTAL	\$24,520.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We look at home language surveys, the ATS printout of languages spoken by students, holistic assessment through social interaction with the parents, and interviews with students and members of their families. A questionnaire is also sent to parents to find out in which language they request for communication. Our Parent Coordinator has a vast email system which also reaches out to parents in different languages.

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

We collaborated with the Parents' Association, the Parent Coordinator, ESL teachers, and other providers to determine the results of the needs assessments. We then determined the major language groups represented in our school (Spanish, Russian, and Chinese). During Parent-Teacher Conferences, at Parent Association meetings, during workshops conducted in our school, and in the Parent Voice, a publication that is disseminated to every child every three months we report to our parents which languages we have written information in, which languages our staff and parent volunteers can offer to the school wide public, and which languages we must have take care of through the Office of Translation.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

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

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

We will provide translations at Parent-Teacher Conferences as well as daily conferences in our school. Before Parent-Teacher Conferences, we make a list of students whose parents need translators and set up a schedule to accommodate them. We will hire outside translators to accommodate those parents in need. During our everyday routine, in-house translators are always available to meet the needs of our parents. Parent volunteers regularly translate.

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

We have translated all important letters that go home to parents who require them. We have also begun to conduct simultaneous PA meetings in other languages. PS 139 also access the Translation Unit services whenever we are unable to provide our own translators. We are cognizant of the need to have a speaker of the primary language of the parent at every IEP meeting and other important meetings, and we do provide this service.

Every parent who has indicated a primary language other than English has and will continue to receive a copy of the Bill of Parents Rights and Responsibilities in their primary languages. Our Safety Plan and our LAP provides for this Translation and Interpretation Service. Our Parent Coordinator emails every parent on an ongoing basis notifying them in several languages of ongoing activities, services, meetings, and workshops. Our main lobby has signage in multiple languages.

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:		\$432,287	\$432,287
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$4367	\$4367
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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 qualified teachers by the end of the coming school year.

* 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.
Please refer to pages 12-16 of our CEP. This summary indicates our needs analysis areas of strength and areas that need improvement. As always, our noticings were based on quantitative and qualitative data.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.

- 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.
- Are consistent with and are designed to implement State and local improvement, if any.

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

In addition, more time will be allotted for sustained silent reading during the instructional day to advance vocabulary and comprehension during the reading workshop and the Extended Day. We use instructional time more effectively.

We will also diminish the use of pull-out programs with our ESL students and continue to phase in the co-teaching model in content areas. This year we have added the co-teaching model to grade 3. Travel time will be eliminated. Our ESL students will receive more time on task opportunities and be exposed to robust and rigorous academic vocabulary strategies to help eliminate the L2 stall. Our ESL teachers and classroom teachers will be provided on-going support in this reform strategy. We will integrate professional development for our ESL teachers and Special Education teachers in all academic areas. Common planning time will be scheduled to foster collaboration between the classroom teachers and support teachers. Grade conferences will include all classroom teachers and out-of-classroom teachers so that we can align our instruction to the state Common Core Standards. Teachers will samples of students' work to conferences for evaluation of students' strengths and areas of concern.

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

Literacy professional development will be spearheaded through our strong partnership with Teachers College Reading and Writing Project. The staff will receive 21 days of professional development spotlighting best practices and strategies in Balanced Literacy instruction. Teachers will also participate in Calendar Days and ELA and Mathematics Common Core Standards which are scheduled at Teachers College. This is another avenue of strengthening the professional expertise of our teachers. Teachers will participate in study groups and intervisitation sessions on the grade and also engage in vertical walks to sharpen achievement by using the classroom as a research site. Teachers gain experience as a learning community to observe and take note of what students say and do during hands-on investigations. This builds capacity

and provides depth to our professional development. Japanese Lesson Study is noted as the highest form of inquiry work. Teachers learn from their colleagues and carryover their research and observations in their own classrooms. This professional development gives teachers a golden opportunity to interface with teachers across grades and disciplines in a reflective manner. All students benefit from this outstanding practice. This year our Japanese Lesson Study will continue to focus on science learning outcomes with a Lesson Study Group concentrating on mathematics.

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

We will continue to expand our reform strategies by deepening our inquiry work as we spotlight Conditions of Learning for our low achievers. Through thoughtful data analysis, we will establish targeted sub-populations, generate learning targets, and modify instruction to assist students in meeting the Common Core Standards. Monitoring and assessing students' work is essential for making gains. All teachers will participate in inquiry work and carefully identify their bottom third students in ELA and Math. Collective collaboration through teacher teams will be fostered in the building as we use data to shape instruction and improve student performance.

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

3. Instruction by highly qualified staff.

For the school year 2009/2010, we were at 100% compliance for highly qualified schools staff. For the school year 2010/2011, we are at 100% compliance for highly qualified staff. This will be verified by the BEDS Survey.

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

As mentioned in essay #1, the teachers and paraprofessionals will participate in rigorous on-going professional development in Balanced Literacy through our partnership with Teachers College and the Reading and Writing Project. This will take the form of demonstration lab sites, study groups, and vertical walks. Teachers will receive on-going professional development through CFN in technology usage. In addition, they will receive on-going professional development navigating ARIS and Acuity. Japanese Lesson Study Groups will expand and be used as the driving force in professional development for analyzing Conditions of Learning and inquiry work. Parents will participate in many opportunities

such as workshops on ARIS Parent Link, promoting family literacy through strong read alouds, and workshops designed to inform parents of the format and rigor of the New York State Tests. Parents will come away with strategies and tips on how they can help their child succeed.

The Principal and Assistant Principal will participate in Teachers College monthly study groups to advance achievement and serve as a support for the staff. The Principal and Assistant Principal will participate on a regular basis in CFN's and ELI professional development opportunities in the areas of the Quality Review, data interpretation, budgeting, labor relations, thinking maps usage, and emergency preparedness. All stakeholders working together will lift the quality of instruction and promote high standards at P.S. 139.

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

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

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

The school web-site will be updated every 6 weeks to promote better communication with parents. This means of communication will strengthen the home-school bond. The Backpack Newsletter will be distributed 4 times per year. It will highlight special events at P.S. 139. Parents will receive the Teachers College Reading Benchmarks in October. This will serve as a guideline for parents throughout the year. The Parents' Voice newsletter will also be distributed quarterly. The Parent Coordinator will also send out weekly communication to parents.

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

The Principal will conduct quarterly "Coffee with the Principal" tied to parent workshops. Parents will learn about our Book of the Month or Community Read. They will be apprised of new academic initiatives taking place in the building. Parents will also participate in evening workshops that explain the design and format for the state ELA Test. Parents will be provided with numerous tips and strategies to assist them in building literacy knowledge with their child. Finally, a workshop geared for the early childhood grade parents entitled, "The Emerging Writer" will be conducted in the Fall 2010 to assist parents to understand the process of print work and tips to support their young writer.

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

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

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

In order to build leadership capacity, teachers will play a vital role in the decision-making process and selection of instructionally targeted assessments. Feedback from teachers is a critical part of making student gains. Communication will be strengthened through grade conferences, Cabinet meetings, SLT meetings, faculty conferences, and during the Administrations purposeful Learning Walks. Teachers will complete reflective surveys that target their goals and how the Administration can support them on their journey. The Administration continues to collaborate with teachers through the Open Door Policy which enhances staff morale and strengthens the link of support.

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

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

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

software games will be encouraged. Leap Frog pads will support our ELL students. Together these activities will expand the sphere of success for all learners but particularly those students lagging.

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

We are committed to coordinate and engage all services provided by the Federal, State, and local programs. Our grade 6 students will receive training in peer mediation and proactive measures to avoid bullying through the New York City Department of Civil Rights. Our grades 1-6 students will participate in character education and bullying preventative measures facilitated by an outside cultural organization assembly program. In addition for K-2 classrooms, we will be expanding the number of classroom teachers participating in the Cook Shop Program which fosters a nutrition-based curriculum about healthy eating habits from 6 classrooms to 12 classrooms. Our grade 6 students will get an insider look at the court system through a collaboration with the Queens District Attorney's office. Finally, our Parent Coordinator will coordinate and implement a Healthy Living Walking Club for parents.

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	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose
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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

		Schoolwide Program (P)			(Refer to Galaxy for FY'11 school allocation amounts)	funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (P)	Page #(s)
Title I, Part A (Basic)	Federal	-	-	-			
Title I, Part A (ARRA)	Federal	√			\$432,287	√	6,16,21
Title II, Part A	Federal	√			\$127,155	√	12, 16, 17
Title III, Part A plus translation	Federal	√			\$24,520 plus \$2305	√	32,33,34,35,36
Title IV	Federal	-	-	-			
IDEA	Federal	-	-	-	\$327,536	√	19 ,20 ,21 ,22
Tax Levy	Local	√			\$4,101,173	√	14,16,17,19 ,20,21,26

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;

-
- 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.

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.)

We have 1 student in temporary housing this year.

2. Please describe the services you are planning to provide to the STH population.

We will continue to provide on-going at-risk counseling for any student in temporary housing and suggest outside family counseling through various approved agencies. We will contact the Office of Student Services to assist us. This will be coupled with strong parent outreach facilitated by our Social Worker, Parent Coordinator, and District Attendance Officer. This situation will be carefully monitored by the Administration and all stakeholders in this caring, learning community.

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 Rego Park					
District:	28	DBN:	28Q139	School		342800010139

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7		11		
	K	v	4	v	8		12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	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	0	0	0		95.2	96.4	96.1
Kindergarten	131	153	152				
Grade 1	111	152	154	Student Stability - % of Enrollment:			
Grade 2	124	121	153	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	103	136	132		95.9	92.3	95.3
Grade 4	104	115	135	Poverty Rate - % of Enrollment:			
Grade 5	109	111	113	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	126	90	92		49.3	61.1	62.5
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		2	10	15
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		14	18	21
Ungraded	1	2	8				
Total	809	880	939				

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	15	24	35	Principal Suspensions	8	10	6
# in Collaborative Team Teaching (CTT) Classes	6	19	31	Superintendent Suspensions	8	1	2
Number all others	47	42	32				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	137	146	TBD
# ELLs with IEPs	2	22	TBD
Number of Teachers			
	48	52	53
Number of Administrators and Other Professionals			
	8	8	6
Number of Educational Paraprofessionals			
	4	2	10

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	97.9	100.0	100.0
				% more than 2 years teaching in this school	77.1	80.8	86.8
				% more than 5 years teaching anywhere	64.6	67.3	79.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	94.0	94.3
American Indian or Alaska Native	0.0	0.0	0.1	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	2.8	3.2	3.6				
Hispanic or Latino	24.7	25.1	30.9				
Asian or Native Hawaiian/Other Pacific	35.5	33.5	29.0				
White	36.3	37.6	35.3				
Male	52.0	52.6	51.8				
Female	48.0	47.4	48.2				

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

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:

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	40.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	24.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.5						

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

Public School 139
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Rego Park, New York 11374
(718) 459-1044
Fax 718-997-8639

Monica Powers-Meade
Principal

Stephanie Lazarus
Assistant Principal

P.S. 139 School-Parent Compact

The Rego Park School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the Common Core Standards. This School-Parent Compact is in effect during school year 2010/2011.

Required School-Parent Compact Provisions

School Responsibilities

The Rego Park School will:

- ⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the Common Core Standards as follows:

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

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

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

Specifically, the Parent-Teacher Conferences will be held on Tuesday, November 9, 2010 and Tuesday, March 15, 2011.

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

Parents with students in grades 1-6 will receive three report cards per year indicating the progress of their child in November, March and June. Kindergarten parents will receive a narrative report of their child's work in November 2010 followed by two DOE Report Cards in January and June. In addition, parents of students in K-2 will receive TC Parent Link letters three times during the year indicating strategies parents can use at home to enhance achievement. Parents of students in grades 3-6 will receive access to student performance data in Acuity for periodic assessments in the fall of 2010 and state achievement results in ARIS Parent Link. A workshop regarding navigating ARIS Parent Link is scheduled for November 2010.

- *Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene a meeting at a convenient time for parents so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs.*
- *The school will provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading*
- *Provide each parent notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e as per NCLB.)*
- *Provide information to parents in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand*
- *Notify parents regarding small group instruction work outside the classroom on a needs basis*
- *Host the required Title I Parent Annual Meeting on or before December 1, 2010 to advise parents about the school's Title I funding*

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

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

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

Parents will be invited to attend writing celebrations in the classroom at the conclusion of a writing unit of study. Parents will be invited to participate in art residency culminating activities. Parents will be invited to attend Student of the Month assembly programs or to assist teachers with arts and crafts activities on a need basis. Parents will be invited to attend the American Open School Week scheduled for November 2010. At the launch of the school year, parents will participate in Curriculum Conferences with the classroom teacher to review responsibilities and expectations for a successful school year.

Parent Responsibilities

TITLE I – PARENT COMPACT

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

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

Title I Parent Involvement Policy

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

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

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

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

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

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review on December 21, 2010.

The final version of this document will be distributed to the school community on February 1, 2011 and will be available on file in the Parent Coordinator’s office.

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

**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 type here	District 28	School Number 139	School Name The Rego Park School
Principal Monica Powers-Meade		Assistant Principal Stephanie Lazarus	
Coach		Coach	
Teacher/Subject Area Frayda Sharaby/ESL		Guidance Counselor Justine Bono	
Teacher/Subject Area Priscilla Perez/ESL		Parent D. Liebowitz/R. Kiladitis	
Teacher/Subject Area Khanna Borukhov/ESL		Parent Coordinator Nina Lipton	
Related Service Provider Betsy Sparling/IEP Coordinator		Other Darlene Hadoulis/Reading	
Network Leader Peggy Miller		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	3	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	937	Total Number of ELLs	139	ELLs as Share of Total Student Population (%)	14.83%
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Part II: ELL Identification Process

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

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

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.

1. At P.S. 139, there are several structures in place. At registration, every parent is required to fill out an appropriate Home Language Survey. At this time, whenever possible, a certified ESL teacher (our 3 ESL teachers are bilingual in Spanish, Russian, and Hebrew) explains the testing process, presents the program option survey, and explains the different choices. During this interview, we determine if the child is SIFE and the level of education they have had in an English speaking school. We furthermore determine whether the child is English dominant or LABR eligible. If the ESL teacher is not available, the principal, assistant principal and testing coordinator have been trained to give the interview.

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

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

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

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

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

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

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

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

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

In the last few years, the general trend has been the request for English as a Second Language classes. This year, we have had approximately 27 new ELL admits to PS.139 qualifying for English Language services. All 27 were advised of the different options and all 27 requested English as a Second Language as their first choice. Although infrequent, we have transferred students to bilingual programs. In the last two years, only two parents expressed an interest in a bilingual class. One of these students did, in deed, transfer to another school which offers a bilingual program and is closer to the student's residence. The other parent, after reflection, decided to reject the transfer. This year one of our ESL students will enter a bilingual program in Junior High School.

The Surveys are regularly reviewed to ensure that we comply with each Parent's choice. As required under CR Part 154, we will service our ELLs for no less than 180 minutes per week for our Advanced level students and 360 minutes for our Beginning and Intermediate students.

6. Are the Programs offered at your school aligned with parent requests?

In accordance with the Parental Selection Surveys, ESL is offered at P.S.139 and serviced by 3 certified ESL teachers. We are aligned with parent choice and program offerings. Our ELLs will continue to be provided with equal access and opportunities to participate in all school programs, extracurricular activities, and services. Our ELLs participate in Student Government, have been winners at the Science Fair, are members of the school's Chorus, are part of athletic teams, are classroom and lunchroom monitors, as well as participating in all the small group intervention services, including Inquiry Work. We will continue to support our students' home languages by offering them children's literature in English and their native languages. This will enhance the transition from native language skills to English language skills and give comfort to our newly arrived students. We will continue to provide language support to increase communication between school and parents.

Part III: ELL Demographics

A. ELL Programs

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

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

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In		3	2	2			1	0						8
Total	0	3	2	2	0	0	1	0	0	0	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	139	Newcomers (ELLs receiving service 0-3 years)	97	Special Education	16
SIFE	2	ELLs receiving service 4-6 years	39	Long-Term (completed 6 years)	3

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										
	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	Total
TBE										0
Dual Language										0
ESL	97	3	14	39	0	0	3		2	139
Total	97	3	14	39	0	0	3	0	2	139

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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	
	EL L	EP	EL L	EP																
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:	Other:
Native American:	White (Non-Hispanic/Latino):

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	13	15	11	8	8	3	1							59
Chinese	0	3	3	3	1	0	0							10
Russian	2	5	4	5	6	4	4							30
Bengali	0	0	0	0	0	1	0							1
Urdu	0	1	0	0	0	0	0							1
Arabic	1	0	1	1	3	2	1							9
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	4	7	5	4	6	3	0							29
TOTAL	20	31	24	21	24	13	6	0	0	0	0	0	0	139

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 organizational model of ESL delivery has traditionally been the Pull-Out model. The LAP team has formulated a plan for the 2010-2011 school year to organize our 1st, 2nd, 3rd and 6th grade classes so that the preponderance of ELL students are in two classes per grade. We have a push-in model for those classes on those grades. We have additional periods of pull-out classes for Beginner and Intermediate students on these grades. It is our intention to add the 5th and possibly the 4th grades in the 2011-2012 school year, thus achieving a full push-in model for all but our Kindergarten grades. We use the pull-out program for the beginner and intermediate mandated minutes. Our students are placed in age appropriate ESL classes and with students of the same proficiency level. Even within this model, we differentiate instruction for individual needs.

Explicit ESL occurs during the ESL period where emphasis is placed on the acquisition of social and academic vocabulary taught through ESL strategies such as TPR, language experience approach, and sheltered English. Since P.S. 139 is a Teachers College school and uses the Balanced Literacy approach, the ESL teachers also follow the Balanced Literacy and Workshop models. Teacher's conference with the students and plan differentiated instruction informed from the data of the ELL interim exams, the NYSESLAT, and the State tests and Predictives that the students take in their classrooms. The classroom teacher is additionally provided with supplementary materials as well as useful internet web sites for the newcomer ELLs to use for classroom differentiated instruction.

2. Our students all receive the mandated minutes for their proficiency level. Beginner and Intermediate ELLs receive a minimum of 360 minutes of instruction. Our class periods are of 50 minute duration, and the ESL teacher pushes-in for 5 class periods. In addition, the Beginner and Intermediate ELL student is pulled-out for small group instruction, thus meeting their mandated minutes. During the ESL classes our teachers use a Balanced Literacy approach. In addition, students receive individual attention to listening and speaking skills.

3. Our students are not pulled out during ELA and Math instructional time in their classroom in order for them to receive this instruction from the classroom teacher. Our ESL teachers meet regularly with mainstream teachers in order to align their instruction with that of the classroom and successfully scaffold education for our ELLs. Our ESL teachers confer with the Science and Social Studies teachers as well in order to support Content vocabulary and concepts for the ELLs. We ensure that the mandated instructional minutes are provided according to proficiency levels in each program by grouping together upper graders of similar levels and mandates. Students are not taken from their classes during literacy, word work, or mathematics.

They receive scaffolded instruction for the different units of Readers and Writers Workshop. In addition, pertinent thematic units are taught.

Beginner and Intermediate level upper graders are grouped at a separate time to provide for more social language development, in order to

improve their listening and comprehension skills.

The lower grades also receive scaffolded instruction so as to align with State Standards and Balanced Literacy. During the extra mandated time for Beginners and Intermediate level students, a greater emphasis is placed on oral and aural development.

4a. Presently, there are three SIFE students registered at P.S. 139. We have a plan for our SIFE students: all children are placed in age appropriate classrooms. We have paired the SIFE with a peer who speaks his/her language. Parent volunteers have been asked to work with the child on an individual basis. The SIFE students attend all appropriate Title III and AIS services and receive the support of the Guidance Counselor and bilingual social worker.

b. Our plan for ELLs in the U.S. school system for less than 3 years is very successful. Our Parent Coordinator reaches out to the parent and pairs him/her up with a same language speaking parent to help familiarize the parent with the American school system. Notices and other materials are translated and parents are invited to attend ESL classes in the evening through our Title III Grant. We provide before and after school classes for newcomers and provide them with Leap Frog programs devised to maximize instruction. Since NCLB requires testing for ELLs in the system for more than 1 year, our ELLs are part of all AIS after school instruction. During the year, they are also pulled in small groups by a reading and/or math specialist for added support.

c. Our plan for ELLs receiving instruction for 4-6 years is to offer continued support in the form of AIS instruction. At P.S. 139, one of our ESL teachers is a member of the PPT team. Those children who exhibit long-term learning lapses and behavioral problems are discussed at monthly meetings where the Guidance Counselor, Psychologist, Social Worker, and other service providers can suggest appropriate strategies to help these struggling students. These students are placed in small group supplemental classes, attend our 37.5 minute academic intervention with teachers trained in ESL methodology, are offered SETSS, whenever needed, and are enrolled in our after school AIS classes. We require an informational meeting with parents to give them a full overview of the services available to the students in Special Education and Related Services at P.S. 139. We also introduce to the parents programs that deal with phonemic awareness, study skills, and math interventions. To this end we hope that the parent will support the child at home while we support them in school.

d. At P.S. 139 we have 3 ELLs who have been receiving services for 6- 7 years. These children were given 2-3 years of At-Risk SETSS services, but their parents declined Mandated services. These ELLs all attend our 37.5 minute extended day tutorial, AIS support classes in Reading, Math, and Social Studies, and small group instruction by a reading and/or math specialist. Our Guidance counselor and social worker counsel these children whenever necessary.

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

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

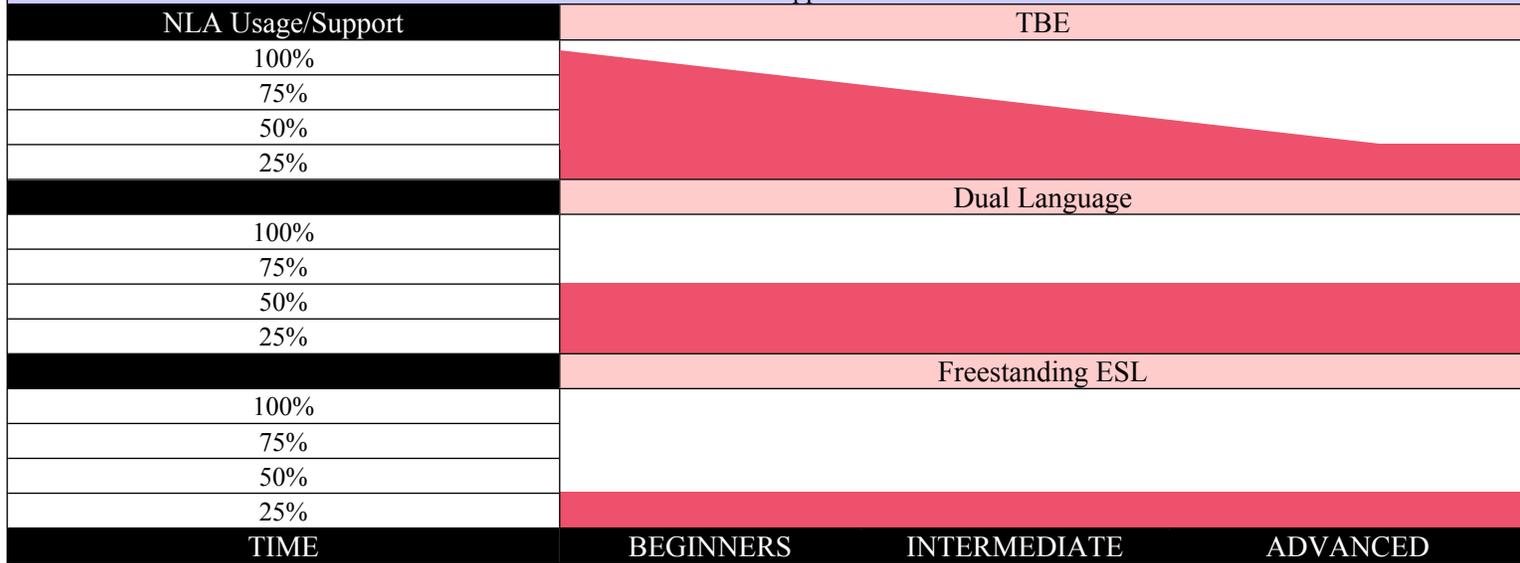
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

5. Our school has a variety of targeted intervention programs for ELLs in ELA, math and other content areas. Our ESL teacher in many cases pushes in to the mainstream class during Reader's and Writer's Workshop to differentiate instruction for the ELL. Small group instruction is given to target ELLs by the reading and Math specialists. Our Title III before and after school program offers instruction not only by a licensed ESL teacher, but also by a classroom teacher knowledgeable in the instructional strategies needed for these specialized content areas. This collaboration is a very powerful tool, combining ESL methodology with academic support. We find that the mainstream teacher is able to bring these strategies back to the classroom; at the same time, the ESL teacher is acquiring content area skills. Our ELLs are regular participants in the 37.5 minute academic enrichment program and AIS after school programs in Reading and Math. Whenever needed, our ELLs also participate as At-Risk or Mandated SETSS students. Many of our ELLs were members of our school-wide Inquiry work. The information and data collected in Inquiry is later translated into differentiated learning strategies for these children.
6. We offer transitional support to our ELLs as they exit the ESL program. They are invited to attend AIS programs. In addition in collaboration with the classroom teacher and Reading Teacher, an assessment is given to determine whether these children would also benefit from AIS instruction to improve vocabulary development, inferential reading skills, and writing skills. ELLs who exit the program will have extended time and separate location modifications, in addition to listening passages being read a third time for 2 years after passing the NYSESLAT. These transitional students are part of our Inquiry study and the data and observational information is used to further scaffold support.
7. For the upcoming year, we intend to add the push-in model for the 3rd grade (push-in is the model this year for 1st, 2nd, and 6th).
8. As of now, we do not anticipate discontinuing any of our school initiatives in ESL instruction and support.
9. ELLs are afforded equal access to all programs, services, extracurricular activities, and enrichment opportunities. A large number of our school monitors in the upper grades are ELLs or former ELLs. Our ELLs serve on the Student Council, are members of the Glee Club and Music Memory Team, are part of the Basketball program, participate in our International Festival, are part of our school-wide Inquiry Study, and attend both our Academic Intervention programs and Enrichment programs(chess, guitar, karate, etc.). ELLs attend before and after Title III programs.
10. The instructional strategy for all students at P.S. 139 is Balanced Literacy, using the Workshop model in reading and writing. The Read Aloud is a component which is most beneficial to the ELL students. Appropriate books have been provided through school and Title III funds. Using Big Books and poetry the ESL teacher is able to reach a wide range of students. Our ESL teachers have also been given access to multiple copies of books facilitating Book Club formats. Our libraries have "Just Right Books", native language materials, dictionaries both English and native language as well as a wide variety of Leap Frog materials. Each of our 3 ESL teachers has multiple computers with Internet access and computer programs. P.S. 139 is entering its third year using the MY Access Writing Program. Our 4th, 5th, and 6th grade ELLs participate in a writing program on the computer, which gives them immediate responses and suggestions. We have Scott Foresman and Hampton Brown leveled ESL textbooks. Our teachers were provided with leveled books and Big Books from both Rigby and Mondo. We continue to update our materials with monies from the Title III Grant. ESL teachers have also been provided with a variety of books intended to improve both Math skills and test taking skills. We are using LapTops for our MY ACCESS writing program and we provide the Rosetta Stone to mainstream teachers to help them differentiate their lessons. Each ESL teacher has an overhead projector and an ELMO in order to model and demonstrate from children's work. All teachers have access to Smart Boards, in order to provide interactive lessons to the ELL students.
11. Whether the model is Push-In or Pull-Out, our ESL teachers are sensitive to the native language benefit for the ELLs. All classrooms have native language materials; teachers provide content area materials relevant to current topics in the native language of the particular ELLs of a class, the use of glossaries and dictionaries are taught and encouraged; children are paired with others of like native languages whenever the need arises, and parents are encouraged to be active participants and are enlisted to be volunteers to aid in the transition of newly arrived ELLs. P.S. 139 is very fortunate to have a staff fluent in many different languages. Our teachers, paras, aides, secretaries, and lunchroom staff speak a variety of languages including, but not limited to Korean, Chinese, Hebrew, Russian, Spanish, Serbian, Italian, Portuguese, Bulgarian, Urdu and Hindi. Whenever the need arises these members of our staff speak to and comfort the ELLs of their particular language group.
12. Not only are ELLs placed in age appropriate classes, but they are grouped during ESL instruction with children of like proficiency and age. Our Title III Program is also leveled for age appropriateness.
13. Our newly enrolled ELLs are offered an ESL summer school program in order to assist them in acquiring more language skills during the summer months. We also introduce the parents to the local libraries that have summer programs. In June we meet with the parents of the newly enrolled kindergarten students. It is at this time that we explain the ESL program, the Home Language Surveys, and the LABR testing.
14. P.S. 139 does not offer at this time any foreign language electives.

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)?

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. Professional Development for all classroom teachers and service providers of ELLs is ongoing at P.S. 139. ESL teachers meet with each grade to provide ESL strategies and ways to include newcomers and developing language learners. Our Staff is provided with the 7.5 hours of ELL training during staff development days, during their Lunch and Learns, and Grade Conferences. ESL teachers are part of the Inquiry groups and during discussions are able to provide professional development to the mainstream teachers of the targeted ELL students. Our ESL Network Support Specialist also facilitates professional opportunities for the staff.

The ESL teachers attend Calendar Days at Teachers College on an ongoing basis. Here they learn and disseminate their newly acquired strategies and skills.

Classroom libraries of native language materials are provided to mainstream classes as well as the school library and the ESL classrooms. Dictionaries and Glossaries are available in all the major languages. We have a variety of languages represented among P.S. 139 staff members available to help the ELLs. Our SBST team is comprised of a bilingual Social Worker and a Bilingual Psychologist. Our 3 ESL teachers are able to give native language support in Spanish, Russian, and Hebrew.

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

3. All instructional staff receive ELL training for a minimum of 7.5 hours. This development is given during Grade Conferences, Lunch and Leans, Faculty Conferences, and Calendar Days (Election Day, Brooklyn Queens Day). Topics include, but are not limited to: Closing the Achievement Gap, Portable Word Walls, "Supplement, Don't Simplify", Academic Language Development, NYSESLAT Expectations, Accommodations for our ELLs and Transitional ELLs.

E. Parental Involvement

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

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

P.S. 139 is an open school, welcoming all parents. Parents are involved in every aspect of the school life. Parents are part of the School Leadership Team, the LAP Committee, and the Safety Committee. The Parent Co-Coordinator conducts workshops and makes certain that all materials are translated into the major language groups. We have parent volunteers to assist parents new to the system in their native language. Parents are invited to attend all class trips and assembly programs. We have Writing and Publishing celebrations to which all parents are invited. Our parent attendance at teacher conferences is very high and we ask for and respect all requests for translators. Our relationship with the PA is very good, and our teachers regularly attend meetings to explain initiatives and State Test Taking Preparation. Our parents are encouraged to participate in Career Day. Through Title III funding we offer English classes to parent and guardians.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school regularly partners with the local library and Barnes and Noble.

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

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

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

The greatest need of our parent is the need of our ELL parents to be aware of how to assist their children in adjusting to a new school and language and how to be successful in the school environment. To that end, we offer workshops in Nutrition (Healthy Habits), Meeting State Standards, Workshop on ARIS, Parents do Communal Walk Together where they meet and socialize with other parents as they walk through the community, Coffee and Communication, showing the parents how and when they can communicate with the school, Parent and Child Craft Workshops for holidays and other cultural celebrations.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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)	11	13	4	7	2	1	0							38
Intermediate(I)	2	10	8	7	3	2	1							33
Advanced (A)	7	8	12	6	20	10	5							68
Total	20	31	24	20	25	13	6	0	0	0	0	0	0	139

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	B		1	1	1	1	1	0						

G	I		11	3	3	0	1	0						
	A		13	11	3	10	2	2						
	P		4	7	10	12	8	4						
READING/ WRITING	B		11	3	3	2	1	0						
	I		8	4	7	1	2	1						
	A		6	10	7	19	9	5						
	P		4	5	0	1	0	0						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	n/a	0	0		0
4	4	12	3		19
5	1	7	0		8
6	2	1	1		4
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		0		0		0		0
4	1		11		7		1		20
5	0		2		7		0		9
6	0		3		1		0		4
7									0
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	0		0		7		2		9
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	

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1		0		3				4
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				
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								

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. P.S. 139 uses a variety of formal and informal tools to assess early literacy skills of our ELLs. The LABR is the preliminary tool to reveal the level of social and academic English with which the student enters the program. In grades 3-6 we use Fountas and Pinnell to assess Reading Levels and in grades K-2 we use TCRWP. We use the full kit of TC assessments, including running records. Formative Assessments and Conference notes for reading and writing are able to reveal a great deal about the literacy levels of our ELLs. Our Inquiry Team data, as well as the Narrative Continuum, and checking whether our sub-groups are meeting their monthly goals are also employed assessments. The EPAL Assessment is used in 2nd and 3rd. grades.

The data that have been provided in the charts above are mostly the results of S'2010 Assessments and reflect our current caseload. Consequently, the third grade has yet to have hard data on State assessment tests. The Kindergarten LABR data is reflective of this years results. Reflecting on the data that we do have, we see that our ELLs do much better in Math than on the ELA. Furthermore, they are struggling the most when they must write a constructive response to a certain question. It is clear to us that we must help our ELLs develop more academic language, develop more stamina in their writing, and have more experiences creating individual thoughts and responses.

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

All of the 20 Kindergarten ELLs were tested with the F'2010 LABR. 52% of our Kindergarten ELLs tested at the beginning level and need assistance in the listening and speaking modalities before they can begin to meet the standards in reading and writing. The remaining 48% of our Kindergarten ELLs, while needing practice in listening and speaking, will receive increased attention in the reading and writing modalities.

An analysis of our 1st through 6th grade ELLs, excluding the newcomer population, indicates that although the 4 modalities must be addressed; the greatest areas of weakness are in reading and writing. Our teachers, at grade conferences and during faculty conferences, have been apprised of the trends and are being offered support in adjusting their lessons to the needs of the particular ELLs in their classes. We must work intensely with the newcomers to increase their speaking and comprehension skills while keeping them abreast of the academic skills and knowledge..

An examination of the data on our 3, 4, 5, and 6th grade ELLs reveal that 65% of 3rd grade ELLs, 80% of 4th grade ELLs, 92% of 5th grade ELLs and 100% of 6th grade ELLs fall into the Intermediate and Advanced levels.

70% of the ELL population has been in the program for 3 years or less. 28% of our ELL students have been receiving ESL services for 4 years or more. We have three children who has been in the program for more than 6 years; one of these students is in a self-contained Special Education class. The number of students entitled to Special Services (SETSS) is spread evenly between those who have been in the ESL program for 3 years or less and those who have been in the program from 4 to 7 years.

We further studied the data for our 3rd to 6th grade students, analyzing their scores from one year to another to determine whether they are showing improvement or little or no growth on the NYSESLAT. Our second grade ELLs showed an overall increase in points from the S'2009 to the S'2010 NYSESLAT exams in three of the 4 modalities. However, we found that several of the students scored lower on the Writing portion from one year to the other. We found, furthermore, that the same held true for the 3rd grade ELLs. Although there was improvement from most students in all 4 modalities, several of them went down in the Writing section. Based on this data, we conclude that more emphasis must occur on dictations, short and long written responses, and other activities which will enhance our ELLs skills in the writing modality.

How will patterns across the four modalities affect instructional decisions?

All of our 20 Kindergarten ELLs have been in an English language school system for less than one year. We will encourage parents to

become involved in parent workshops and to enroll their children in after-school English language programs such as the Virtual Y. We work with LeapFrog programs and other technological materials to continually assess our Kindergarten and 1st grade ELLs' skills and to increase their active use of English. A push-in model has been developed to give more support to our kindergarten and 1st grade ELLs during Readers and Writers Workshops in order to improve phonemic awareness and writing skills. As for our other grades, we will work on all four modalities, but focus on the areas of need, which are reading and writing.

We find that after 2 to 3 years in an English Language system, our 3–6 grade ELLs (with the exception of Special Ed) have mastered the listening and speaking modalities. Their reading and writing skills are weak. A beneficial decision would be to continue to offer before and after school support classes for these grades. In addition, the 37 ½ minutes added to the end of the day will help these children receive additional instruction and increase their scores. Our ELLs comprised the largest number of children in the school-wide Inquiry Team initiative. Teachers were instructed in ESL methodologies to aid in their ability to help these children. Our school will continue to invest in the Leap Frog system and other computer programs as well as our continued involvement in the My Access Writing Program. Rosetta Stone, etc.) designed for ELLs providing assistance in all the modalities through technology.

Our additional 37.5 minutes of small class tutorial service has been structured to help the struggling ELLs. We have carefully planned and assigned our licensed ESL teachers to support the groups that have the most ELLs. At this time, the children with similar needs receive differentiated instruction in very small groups that target their specific needs. Children who need the most help in the different modalities are grouped together. The small groups encourage these usually reluctant students to participate at a rate that they are able to handle. To our 3, 4, 5, and 6th grade ELLs, we will continue to offer Academic Intervention Services during the school day and after school in small group instruction.

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

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

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

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

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

Our Title III program gives great emphasis to vocabulary and strategies that ELLs would need to know to be successful on the State Math Assessment. Our school-wide Inquiry Team work found that the majority of children in the lower third of the classes were either current or former ELLs.

This year we focused on increasing our level of attention to the acquisition of vocabulary and writing skills to address the needs of our 3rd, 4th, 5th, and 6th grade students in taking the ELA, and we see that our efforts led to successful outcomes. During our Title III program, a mainstream 5th grade teacher teamed with the ESL instructor to give the 5th grade ELLs added practice on DBQs and the vocabulary needed to be successful on the Social Studies exam. This proved to be so successful that it will become a permanent component of the Title III program for 4th and 5th graders.

Finally, the results of the 5th grade NYS State Social Studies (2009) test showed improvement over the previous years results. Only one student scored at Level 1, and she had been in this country for less than 1 year.

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

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

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

From the Predictive we are learning that the students have made substantial progress in Listening, Reading, and Writing. However, we have noticed a need for improvement, especially in Reading, for our new admits. As would be expected students new to English scored poorly on the Listening section. Some had better Reading skills than Listening. All our students can use more focus on the Writing component.

Whether the model is Push-In or Pull-Out, our ESL teachers are sensitive to the native language benefit for the ELLs. All classrooms have native language materials; teachers provide content area materials relevant to current topics in the native language of the particular ELLs of a class, the use of glossaries and dictionaries are taught and encouraged; children are paired with others of like native languages whenever

the need arises, and parents are encouraged to be active participants and are enlisted to be volunteers to aid in the transition of newly arrived ELLs. P.S. 139 is very fortunate to have a staff fluent in many different languages. Our teachers, paras, aides, secretaries, and lunchroom staff speak a variety of languages including, but not limited to Korean, Chinese, Hebrew, Russian, Spanish, Serbian, Italian, Portuguese, Greek, Urdu and Hindi. Whenever the need arises these members of our staff speak to and comfort the ELLs of their particular language group.

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		