



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 139K

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 22K139

PRINCIPAL: MARY McDONALD EMAIL: MMCDONA10@SCHOOLS.NYC.GOV

SUPERINTENDENT: LINDA WAITE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Mary McDonald	*Principal or Designee	
Cynthia Dinkins	*UFT Chapter Leader or Designee	
Janella Bullock/Lynne Yeamans	*PA/PTA President or Designated Co-President	
Barbara Kitcher/Irene Varon	Member/DC 37	
Alexandra Reddish	Member/Parents Association	
Takhiya /Glover	Member/Parents Association	
Keri Gioia	Member/UFT	
Marsha Shade	Member/ UFT	
Barbara Laurenson	Member/ UFT	
Martina Nevermann/Sally Bowman	Member/Parents Association	
Marilyn Oliver-Reaves/Kym O’Neill	Member/Parents Association	
Diana Gendron/Susanna Stein	Member/Parents Association	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, we will increase by 6 % the number of all students achieving Levels 3 and 4 and decrease by 6% students performing in Levels 1 and 2 on the State ELA exam, in all subgroups, including ELL's, SWD's, G&T, & Gen Ed. The SWD accountability group will increase its PI by 15 points.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

On the 2010 administration of the NYS ELA, 19% of All Students scored in level 1; in 2011, 10% were in level 1. In 2010, 33% of All Students performed in levels 3 and 4, while 50% performed in levels 3 and 4 in 2011. In the 2009-10 schoolyear, 6 of 8 accountability groups made AYP while SWD's and ELL's did not. In 2011, the ELL subgroup made AYP, but Students with Disabilities did not. The group miss the Safe Harbor target of 86 with a PI of 83. The school is now designated as SINI Year 1, Basic category.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

- *Create and implement a differentiated instructional program:*
 - *Grade teams will focus on creating a coherent, common curriculum that is content rich with authentic tasks according to the continuum of student development to aid the scaffolding of instruction.*
 - *Reduce the pupil teacher ratio*
 - *Provide ESL services with smaller groups.*
 - *Use a RTI, three tier model for AIS services,*
 - *First and largest tier, as well as a number of second tier activities, implemented by the classroom teacher.*
 - *Second tier activities also provided by AIS, the Learning Lab, after/before and Saturday programs, non-mandated guidance, and youth development team programs for support in the social and emotional spheres.*
 - *Extended Day program for students at risk, students with disabilities, English language learners, and enrichment for students who are proficient.*
 - *Use technology as a tool to enhance instruction, and provide materials to support all programs, such as Reading Plus program and SmartBoards*
 - *Grade level inquiry teams.*
 - *Chess, Dance, Music (including Music & the Brain), Visual Art and Lego Robotics afterschool opportunities programs will support students' development and achievement.*
- *Target Population(s): Students in all accountability groups in grades PreK-5:including All Students, SWD, G&T, ELL etc..*
- *Responsible Staff Members: Administration, Coaches, Teachers, Paraprofessionals, Consultants*
- *Implementation Timeline: September 2011 through June 2012*

Activity #2

- *Professional Development:*
 - *Best practices and instructional strategies, such as the components of Balanced Literacy, clear learning objectives, questioning and conferencing.*
 - *For writing, a rubric will be used.*
 - *A professional practice framework will be used for teacher self-reflection, goal setting, observations and inter-visitations.*
 - *PD will be differentiated and ongoing, planned according to teacher surveys and the needs of our staff,*
 - *PD will employ labsites; afterschool professional development; teacher, administrator and consultant led workshops; coaching/mentoring; external workshops; unit planning and the implementation of language objectives.*
- *Target Population(s): Teachers working with subgroups: ELL's, SWD's, G&T, & Gen Ed.*
- *Responsible Staff Members: Consultants, administration, and teacher support staff will work with all staff*
- *Implementation Timeline: September 2011 through June 2012*

Activity #3

- Pupil Personnel Committee:
 - For students who do not progress, all aspects of the student's academic, social, and emotional development are discussed at the Pupil Personnel Committee.
 - Committee determines effectiveness of previously implemented strategies/programs
 - Committee creates a plan to further assist the student.
- Target Population(s): Students who do not progress
- Responsible Staff Members: APs, Youth Development team, teachers, related service providers and consultants
- Implementation Timeline: December 2011 through June 2012

Steps for Including teachers in the decision-making process

- Teacher surveys providing data on which professional development activities are based
- Inclusion in curriculum mapping, unit planning, assessment development
- Teachers mentor and buddy with other teachers
- Teachers are asked to join the SLT
- Teachers pilot and recommend new materials

Strategies to increase parental involvement

- Describe the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.
Strengthen home-school Connection_ by inviting parents to participate in planning, professional development, curriculum conferences and other school activities
Grants will be written to provide expanded services, professional development, parent activities, technology and other materials.
Newsletters will be backpacked home
Workshops will be provided on computer and internet use, ARIS, developmental behavior, ELA, Core Curriculum, State Testing, among others
Parents are instrumental in organizing Science Night, IEP Breakfast, computer classes, etc.
One-to-one meetings will be held in order to promote positive learning
The Parent Coordinator and a member of the administration will attend PA meetings.
A welcome breakfast, curriculum and progress conferences, parent group meetings
Performances, family nights and other activities are hosted by the school
Mini school meetings are held bimonthly

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Administration and teachers attend hiring fairs to identify and recruit highly –qualified teachers
Mentors and buddy teachers are assigned to new or struggling teachers.
Teachers that are not highly qualified are supported in attaining qualification.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

200 students participate in an afterschool program run by CAMBA, a neighborhood CBO.
A children's librarian from the Brooklyn Public Library works with the school's open access librarian one day a week
Federal nutrition program provides free breakfast and free and reduced lunch. School food provided dinner for after school program attendees.
NYSCA and Studio-in-a-School grants to provide arts education
RESO A and State Assembly Capital grants provide added technology tools

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

Human Resources

- *Supplementary teachers to reduce PTR in grades 1, 2, &3*
- *AIS, ESL teachers*
- *Youth development teacher/ para*
- *Guidance counselors*
- *Staff support teacher*

- *School Business Manager*
- *Principal, AP's, and teacher support provide PD.*

OTPS & per diem and per session

- *After school and Saturday programs*
- *Professional development per diem, per session, workshops, and consultants.*
- *Supplemental cluster to cover labsites*
- *Print and technology materials.*

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ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, we will increase by 5% the number of all students achieving Levels 3 and 4 and decrease by 5% students performing in Levels 1 and 2 on the State Math exam, in all subgroups, including ELL's, SWD's, G&T, & Gen Ed.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

On the 2010 administration of the NYS Math exam, 9% of All Students scored in level 1; in 2011, 6% were in level 1. In 2010, 50% of All Students performed in levels 3 and 4, while 63% performed in levels 3 and 4 in 2011. On both the 2009-10 and 2010-11 administrations of the NYS Math exam, 8 of 8 accountability groups made AYP, including SWD's and ELL's. This is an improvement of 13%.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

- Improve differentiated instructional program for all students
 - *Vertical and grade teams will focus on planning the continuum of student development to aid the scaffolding of instruction.*
 - *Reduce the pupil teacher ratio in grades 1, 2, & 3*
 - *Identify best practices/instructional strategies in enrichment and differentiation.*
 - *Implement Exemplars in every classroom.*
 - *Chess, Dance, Music Visual Art and Lego Robotics, as well as PA-sponsored enrichment programs after school will support students' development and achievement.*
- Target Population(s):
- Responsible Staff Members:

- Implementation Timeline: September 2011 through May 2012

Activity #2

- Math Professional Development:
 - Best practices and instructional strategies, such as questioning and checking for understanding will be the subject of PD.
 - PD in reviewing student work on Exemplars as related to Exemplars rubric.
 - Teacher leaders, administrators, consultants will work with teachers to reinforce these practices in the classrooms to help meet the needs of students in all subgroups.
 - PD will be differentiated and ongoing, planned according to teacher surveys and the needs of our staff,
 - Ongoing PD will employ labsites; afterschool professional development; teacher, administrator and consultant led workshops; coaching/mentoring; and external workshops.
- Target Population(s): Teachers working with subgroups: ELL's, SWD's, G&T, & Gen Ed.
- Responsible Staff Members: Consultants, administration, and teacher leaders will work with all staff
- Implementation Timeline:

Activity #3

- Pilot TERC to build number sense
 - Employ DYO interim assessment program (Scantron twice a year, Exemplars once a month, a practice State Math exam)
 - Differentiate instruction based on results.
 - Use teacher-led math enrichment program TAI, using hands-on materials for grades 2-5
- Target Population(s): Students who do not progress
- Responsible Staff Members:
- Implementation Timeline:

Activity #4

- Support for Math Program
 - Provide materials to support math program
 - Write grants to provide expanded services, professional development, parent activities, technology and other materials.
- Target Population(s):
- Responsible Staff Members:
- Implementation Timeline:

Steps for Including teachers in the decision-making process

- *Teacher surveys providing data on which professional development activities are based*
- *Inclusion in curriculum mapping, unit planning, assessment development*
- *Teachers mentor and buddy with other teachers*
- *Teachers are asked to join the SLT*
- *Teachers pilot and recommend new materials*

Strategies to increase parental involvement

- Describe the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.

Newsletters will be backpacked home

Workshops will be provided on computer and internet use, ARIS, developmental behavior, TERC/EveryDay Math, Core Curriculum, State Testing, among others

Parents are instrumental in organizing Science Night, IEP Breakfast, computer classes, etc.

One-to-one meetings will be held in order to promote positive learning

The Parent Coordinator and a member of the administration will attend PA meetings.

A welcome breakfast, curriculum and progress conferences, parent group meetings

Performances, family nights and other activities are hosted by the school

Mini school meetings are held bimonthly

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Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Administration and teachers attend hiring fairs to identify and recruit highly –qualified teachers

Mentors and buddy teachers are assigned to new or struggling teachers.

Teachers that are not highly qualified are supported in attaining qualification.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
200 students participate in an afterschool program run by CAMBA, a neighborhood CBO.
A children's librarian from the Brooklyn Public Library works with the school's open access librarian one day a week
Federal nutrition program provides free breakfast and free and reduced lunch. School food provided dinner for after school program attendees.
NYSCA and Studio-in-a-School grants to provide arts education
- RESO A and State Assembly Capital grants provide added technology tools

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources:

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

Human Resources

- *Supplementary teachers to reduce PTR in grades 1, 2, &3*
- *AIS, ESL teachers*
- *Youth development teacher/ para*
- *Guidance counselors*
- *School Business Manager*
- *Principal, AP's, and teacher support provide PD.*

OTPS

- *After school and Saturday programs*
- *Professional development per diem, per session, workshops, and consultants.*
- *Supplemental cluster to cover labsites*
- *Print and technology materials.*

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To decrease the number of teacher removals, suspensions, and superintendent incidents stemming from the lunchroom, recess, and classrooms by 5%, by June 2012

Comprehensive needs assessment

- Describe the identified need *that* generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

OORS data from the 2010-11: there were 46 teacher removals, 25 principal's suspensions, and 1 superintendant suspense, with 166 incidents entered into OORS.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity 1

Use of Transformative Classroom Management. Youth Development Team will incorporate the use of TCM into the school's Social-Emotional activities in coordination with teacher book club in order to provide support for improved classroom management, teaching excellence and to promote a more positive learning environment. Community building strategies will be provided in order to alleviate student stress at key times during the school year, specifically pre-vacation and testing periods.

Target population: Classroom and cluster teachers

Responsible Staff Members: Youth Development Teacher and Paraprofessional

Implementation Timeline: September 2011 through June 2012

Activity 2

Professional Development: Professional book club formed; members will read *Transformative Classroom Management*. This team of teachers is planning and debriefing together in order to improve classroom management, teaching excellence and promote a more positive learning environment.

Target population: Self-selected teachers from a variety of grades and student populations

Responsible Staff Members: Committee members

Implementation Timeline: September 2011 through June 2012

Activity 3

Professional Development: Youth Development will attend professional development on strategies to reduce bullying and social aggression. Guidance Counselor will attend professional development on recognizing student behaviors that are indicators of stress, depression and suicidal behavior.

Target population: Guidance Counselor, Youth Development Teacher and Paraprofessional

Responsible Staff Members: Guidance Counselor, Youth Development Teacher and Paraprofessional

Implementation Timeline: October & November 2011

Activity 4

Behavior Assemblies: to build understanding, as well as consistency and clarity in expectations in behavior and Respect for All. Assemblies are held for K and 1st grade, 2nd and 3rd grades, and 4th and 5th grades and includes performances on appropriate topics to promote a more positive learning environment. Classes are accompanied by staff who hear the same information.

Target population: Staff and all students in grades K through 5

Responsible Staff Members: Youth Development Team

Implementation Timeline: September 2011 through June 2012

Activity 5

Service Projects: Projects such as, but not limited to, Pennies for Patients with the Lymphoma and Leukemia Society, Math-a-thon for St. Jude's, Pinwheels for Peace, MDA, etc. Service projects promote understanding, caring, along with respect for community and self.

Target population: Entire school community

Responsible Staff Members: Youth Development Team, Math-a-thon Coordinator, and other staff and parent members

Implementation Timeline: September 2011 through June 2012

Activity 6

Consistent protocols for intervention, prevention and teacher removals: protocols are in place for reporting behavior, providing support, parent communication, etc.: the steps prerequisite to teacher removals and other interventions, up to and including superintendent's suspension to promote a common understanding and consistent expectations.

Target population: All teachers

Responsible Staff Members: Youth Development Team, Guidance Counselors and administration

Implementation Timeline: September 2011 through June 2012

Steps for Including teachers in the decision-making process

Teacher surveys providing data on which professional development activities are based

Inclusion in curriculum mapping, unit planning, assessment development

Teachers mentor and buddy with other teachers

Teachers are asked to join the SLT

Teachers pilot and recommend new materials

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
Youth Development/Guidance will provide information to Parents Association

Behavior Newsletters will be backpacked home
Workshops will be provided on computer and internet use, ARIS, developmental behavior, cyber bullying, and how to protect children from dangers on the internet, among others
One-to-one meetings will be held in order to promote positive learning
The Parent Coordinator and a member of the administration will attend PA meetings.
A welcome breakfast, curriculum and progress conferences, parent group meetings
Performances, family nights and other activities are hosted by the school.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Administration and teachers attend hiring fairs to identify and recruit highly –qualified teachers
Mentors and buddy teachers are assigned to new or struggling teachers.
Teachers that are not highly qualified are supported in attaining qualification.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

200 students participate in an afterschool program run by CAMBA, a neighborhood CBO.
A children’s librarian from the Brooklyn Public Library works with the school’s open access librarian one day a week
Federal nutrition program provides free breakfast and free and reduced lunch. School food provided dinner for after school program attendees.
NYSCA and Studio-in-a-School grants to provide arts education
RESO A and State Assembly Capital grants provide added technology tools

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

Teachers, paraprofessionals, guidance counselors

Per Session for professional development

Professional instructional materials to support curriculum development during the regular school day.

Consumable instructional materials for use in SAVE room and at lunch time.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	21	0	N/A	N/A	8	0	0	5
1	88	0	N/A	N/A	5	0	0	7
2	52	45	N/A	N/A	9	0	0	9
3	70	65	N/A	N/A	4	0	0	8
4	98	75	5	21	5	0	0	11
5	93	70	5	21	5	0	0	21
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Extended Day - small group, during extended day Tuesday and Wednesday Rtl – group of three, half hour during the day Saturday Academy- reduced size group, Saturday 4-5 sessions ESL AIS - small group, during the day Learning Lab – one-to-one, during the school day
Mathematics	Extended Day - small group, during extended day Tuesday and Wednesday Rtl – group of three, half hour during the day Saturday Academy- reduced size group, Saturday 4-5 sessions ESL AIS - small group, during the day Learning Lab – one-to-one, during the school day
Science	Extended Day - small group, during extended day Tuesday and Wednesday Saturday Academy- reduced size group, Saturday 4-5 sessions Learning Lab – one-to-one, during the school day
Social Studies	Tier II Rtl, during the school day through content area literature Learning Lab – one-to-one, during the school day
At-risk Services provided by the Guidance Counselor	Addresses the personal issues of our students which can interfere with learning or social adjustment. The guidance counselor also works with the families of students who are in crisis or at risk through counseling, referrals, and workshops geared toward developing parenting and interpersonal skills.
At-risk Services provided by the School Psychologist	Addresses the personal issues of our students which can interfere with learning or social adjustment. The psychologist also works with the families of students who are in crisis or at risk through counseling, referrals. At this time the psychologist is not seeing anyone at risk
At-risk Services provided by the Social Worker	-The PreK social worker works directly with all youngsters in order to avoid difficulties in social-emotional areas which could affect students' academic and social progress negatively. She assists parents in understanding the development and needs of their children. She also assists in resolving immediate classroom issues.

	<p>-the school social worker addresses the social and familial issues of our students which can interfere with learning or social adjustment. The social workers also work with the families of students who are in crisis or at risk.</p> <p>At this time the social workers are not seeing anyone at risk</p>
At-risk Health-related Services	<p>Asthma and epipen workshops; as students are identified with specific needs. Routine services are provided on an as needed basis.</p>

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DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY

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

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

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

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

SCHOOL-PARENT COMPACT

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

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

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

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

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

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

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

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

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

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

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

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

I. Student Responsibilities:

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

DRAFT

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 22K139 **School Name:** Alexine A. Fenty School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The accountability group Students with Disabilities failed to make AYP in ELA Grades 3-8.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

PS 139 will have an afterschool program servicing students with an afterschool program that wraps around our extended day program targeting SWDs.

Teachers will continue curriculum mapping in ELA, creating units of study, in grade teams, during the school day supported by the administration, coach and consultants.

Teachers will target SWDs, ELLs, and students who are at risk for not meeting the NYS proficiency standards through Rtl model.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

Teachers will continue curriculum mapping aligning units of study in ELA with the CCS using per diem substitutes with the support of the administration, coach and consultants.

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

Teachers that are in the DOE less than a year are mentored by a buddy teacher. In addition, teachers who are having difficulties are also assigned a mentor/buddy teacher

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.

PS 139 will backpack home the notification letter customized for our school.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12

CEP Appendix 6

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debra Moldanado/Nancy Ramos	District 22	Borough Brooklyn	School Number 139
School Name Alexine A. Fenty School			

B. Language Allocation Policy Team Composition [?](#)

Principal Mary McDonald	Assistant Principal Miller, Colarossi, Toubin
Coach Daphna Gutman	Coach
Teacher/Subject Area Maria Elena Jimenez, ESL	Guidance Counselor type here
Teacher/Subject Area Diane Dougherty, Youth Dev.	Parent Tanya Noriega
Teacher/Subject Area Angelica Molero, grade 1	Parent Coordinator Maria Caridi
Related Service Provider Tania Talaid, Speech	Other Irene Varon, Business Manager
Network Leader Nancy Ramos	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total Number of Students in School	1056	Total Number of ELLs	246	ELLs as Share of Total Student Population (%)	23.30%
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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. 

Upon registration each child is evaluated to determine if he/she is eligible for LAB-R testing. Each parent is given the HLIS at registration. An ESL certified teacher reviews the document (if one answer from 1-4 and two answers from 5-8 indicate a language other than English, that becomes the home language in ATS). Based upon the answers on the HLIS an initial, informal oral interview is conducted by an ELL program provider (with a translator's assistance when necessary). One of our five ESL certified teachers (Polixa, Kovaleva, Jimenz, Polenta, Yotsitsh) conduct the informal interview. Four of our ELL pedagogues speak Spanish and English and one ELL provider speaks Russian and English.

LAB-R is then administered by ELL providers to ELL candidates within ten days of registration/admission. The LAB-R exams are hand scored at the school and filed in the Assistant Principal's office in the ESL file by student. Based upon the results of the LAB-R, the student becomes "non-entitled" or "entitled" for ELL services (official entitlement is issued by the Borough Assessment Implementation Director through ATS). The official scores become the basis to send an ELL entitlement or ELL non-entitlement letter to the parents. Those who place in the Beginning or Intermediate levels are required to receive 360 minutes/week of ELL program instruction; those who place in the Advanced levels are required to receive 180 minutes/week of ELL program instruction. The Spanish LAB is administered to Spanish speakers who obtained a 21% or below on the English LAB-R. The administration of the Spanish LAB is conducted by a licensed ESL pedagogue who who is bilingual English-Spanish.

Simultaneous to registration, an on-going Parent Orientation and Selection Program is held. Translators (e.g. aides, paraprofessionals, parents, the parent coordinator) and certified ELL providers conduct an oral and video presentation to the parents whose children speak another language. The orientation and paper work given out are in the native language of the parents (unless the parents choose English materials). The selection documents are explained and completed after the orientation. All three program choices (TBE, DL, and ESL) are explained to the parents both verbally by an ESL certified teacher/translator/parent coordinator, in writing via the pamphlets in native languages, and the video.

For those who are non-entitled, the documents previously signed during the registration are invalidated, but filed in Assistant Principal's office; while for those students who become entitled, their selection document become valid. Placement letters are also filed in the Assistant Principal's office with all other documentation.

During the Parent Orientation and Program Selection session, the parents choose from three different programs: Transitional Bilingual Education, Dual Language, and English as a Second Language. Parents are informed that 20 students per grade or per contiguous grades are required before a certain program is offered. If a certain program is not offered at PS 139, due to an insufficient number of students, the parents are directed to a school and location where the program of choice is offered. The parents are informed that their choice will stand for a minimum of one year and will subsequently continue. An Excel spreadsheet has been created to keep track of home language and parent selection and if we have sufficient numbers a change in program will be made. At that point, the parents will be invited back to discuss the change in program (with the parent coordinator, administration, and the teacher) All original documents are filed in each student's cumulative record, while a copy is kept in the Assistant Principal's office, in the ESL file. The

entitlement/nonentitlement letters (in different languages) based upon the results of the LAB-R are filed in separate folders per grade level (in alphabetical order). Presently, we are in the process of reorganizing all documents from files into binders, with a section for each ELL (again, sorted by grade, alphabetically). Parent Survey and Selection Forms (in different languages) are explained, discussed, filled out, and signed after the Parent Orientation and Video Presentation. During the Orientation program, volunteer translators (with ESL pedagogues) are recruited to accommodate the needs of all parents (in each language represented). These documents are filed together with the other mandated documents.

Generally, 85-90% of parents of ELLs at PS 139 choose ESL; 4-5% choose TBE; another 5-6% choose DL. Those who choose TBE or DL, and there are not enough students to create a class, will receive ESL services awaiting the required 20 participants. Thus far, there has not been a time we met the required 20 participants per grade or contiguous grades. A chart is kept in the Assistant Principal's office of parent selection/home language. Parents of ELLs who chose TBE/DL are informed that their child will be placed in a selected program if twenty students in a grade or contiguous grade select the same program. If the program becomes available, parents will be notified through written correspondence and a parent meeting will be held with the TBE/DL teacher, parent coordinator, and school administration.

In the spring, the NYSESLAT is administered to all ELLs. We use the RLAT (printed the week of administration) to ensure that all students eligible are administered the NYSESLAT. A NYSESLAT testing memo is created indicating on what day and time each student will take each portion of the NYSESLAT. The Speaking component is administered 1:1, while the other three components (Reading, Listening, and Writing) are administered in small groups. The results of the NYSESLAT determine placement for the following school year. Based upon the result of the NYSESLAT scores/placements, the parents are sent letters of "Discontinuance of Service" or "Continuance of Service" in sealed envelopes via the classroom teachers. The ELLs who are placed in the Beginning or Intermediate levels are required to receive 360 minutes/week of ELL instruction; those who are placed in the Advanced levels are required to receive 180 minutes/week; those who scored "proficient" are placed in a general education class. Former ELLs are required to take all NYS tests with modifications for the two years following the year they obtained their "proficient" score on the NYSESLAT. Continued Entitlement/Discontinuance of service letters (in different languages) based on the results of the NYSESLAT are distributed annually when the official results of the NYSESLAT are released. These documents are filed in the folders alphabetically by grade level with the other mandated documents. As stated above, we are in the process of consolidating all mandated documents into binders.

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 ●
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This school offers (check all that apply):

Transitional bilingual education program	Yes ●	No *	If yes, indicate language(s):
Dual language program	Yes ●	No *	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	0	1	1	0	0	0								2
Push-In	6	6	6	6	6	6								36
Total	6	7	7	6	6	6	0	0	0	0	0	0	0	38

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	246	Newcomers (ELLs receiving service 0-3 years)	200	Special Education	34
SIFE	1	ELLs receiving service 4-6 years	46	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0		0	0		0	0		0	0
Dual Language	0		0	0		0	0		0	0
ESL	200		26	46		8	0		0	246
Total	200	0	26	46	0	8	0	0	0	246

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

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
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																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	0																				

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	26	38	19	23	15	19								140

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
Chinese		1												1
Russian						1								1
Bengali	4	6	2	2	3	7								24
Urdu	4	6	7	9	9	2								37
Arabic			2	2	1									5
Haitian	3	1	3	4	2	6								19
French		3												3
Korean														0
Punjabi														0
Polish			1											1
Albanian				1										1
Other	2	7	2		3									14
TOTAL	39	62	36	41	33	35	0	246						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Our building currently has two Self-Contained ESL cohorts in grades One and Two. Students with a mixture of native language backgrounds and English proficiencies comprise these cohorts and English is the only common language among all of the students. All push-in/pull-out teachers are ESL certified and the self-contained ESL teachers are ESL certified as well. Assigned full-time classroom teachers provide them with, not only their mandated units/periods of ESL instruction, but also with tailored content area instruction. In addition to the two self-contained classes, 25 push-in cohorts are also in place. Students within these cohorts hold seats within general education classrooms and also range in a mixture of native language backgrounds and English proficiencies. These students, however,

A. Programming and Scheduling Information

receive their mandated ESL services via one of four push-in/pull-out ESL teachers. Unlike their self-contained peers, students within push-in/pull-out cohorts have been strategically grouped based upon their English proficiencies. Push-in/pull-out teachers work with their assigned students during content instruction to provide language acquisition and academic vocabulary support. This work is done in collaboration with general education classroom teachers, and occurs in various “host” classrooms.

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

3. Teachers teach science and social studies inline with the NYC Scope and Sequence. Other subject areas (i.e. language arts, mathematics, technology, art) are intertwined into these lessons in order to ensure cross-curricular connections and an interdisciplinary approach. Additionally, literacy units of study are being created on all grade levels as well with specific age-appropriate, standards-driven genres as focal points. Such units of study are taught in conjunction with the content area units (via a Balanced Literacy approach and using the Workshop Model) in order to ensure the strongest connections possible. For further information regarding our Literacy Units of Study, Balanced Literacy or the Workshop Model, refer to our staff website at: alexinefentypd.wordpress.com. All ESL staff members participate in planning to add ESL supports and methodology into each of the units planned by the grades.

4. The New York State Math and Science Exams are ordered in the students native languages. In addition, we have translators who are available to appropriately support these students.

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

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

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

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

To meet the needs of this subpopulation, special care is taken when placing the student within a general education classroom and matching the student with an ESL service provider. Students scoring Beginning on their LAB-R are strategically placed within a Self-Contained ESL classroom (should one be available) where they are fully immersed in the English language and receive differentiated assistance in all content areas throughout their school day. When Self-Contained ESL classrooms are not available, these students are placed within general education classrooms where the teachers have experience working with such students and, as a result, are able to accommodate their unique instructional needs (the same care is taken with those Newcomers scoring Intermediate or Advanced on the LAB-R). In addition, these teachers have been afforded training through professional development and labsites on the NYSESLAT, NYSESLAT data, and ESL methodologies. Additional language and curricular support is provided by an experienced ESL Push-in teacher based upon the concept of

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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

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

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Courses Taught in Languages Other than English 

C. Schools with Dual Language Programs

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

N/A

Math: 0

D. Professional Development and Support for School Staff

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

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

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

All ESL teachers attend grade level weekly labsites. Various professional development is provided to all teachers (including ELL teachers) weekly, covering various topics such as Miscue Analysis, Using miscue to plan for guided reading, math self-assessments, writing analysis using rubrics, data analysis (DYO F&P, Scantron Math, NYSESLAT scores, NYS ELA & Math scores), etc. In addition, on all professional development days, the ESL teachers receive professional development with their grade level peers. Our overall goal for the school year is to increase reading volume of on-level texts to improve reading comprehension. Therefore, much of our professional development this year will focus on assisting the teachers to accomplish this for our students. In addition, we have started to provide training in the First Steps Listening and Speaking Continuum and will continue looking at the First Steps Reading and First Steps Writing Continuum as well.

2. To support our students as they transition to Middle School, we had a Grade 5 assembly to distribute directories. We spent time reviewing with students and teachers how to read the directory pages and how to read and interpret the middle school description pages. We have a Middle School Fair at P.S. 139 for our families (teachers attend). In order to provide organization for all of this information, the teachers were provided with a spreadsheets to organize zoned schools, applied schools, specialized programs, etc.

3. All teachers receive training in the NYSESLAT, as well as NYSESLAT data analysis. We feel that familiarizing the staff with the NYSESLAT (Reading, Writing, Listening, and Speaking) will assist all teachers in good standards based literacy instruction. In order to help with consistency in planning and instruction, all staff members drill down the NYSESLAT data together. In addition, one of our Assistant Principals and our Coach will be attending an 8 hour training, provided by the Network. This training will be then turn-keyed to the staff during weekly labsites and professional development days. Topics that will be covered during the training are: Culture and linguistics, stages of language acquisition, BICS & CALP, ESL Methodology, Supporting ELLs in the Mainstream, Using

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E. Parental Involvement

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

1. PS 139 philosophy is that parental involvement is a key component to a child's success. We encourage parents to volunteer and the school promotes an open door policy. Throughout the year, parents are given many opportunities in which they can play an active role in their child's education. PS 139 provides numerous social events for example, Potluck Dinners and Multicultural Night, which foster a sense of community. Parents get to know the administration in a different setting. They begin to feel comfortable and this promotes better communication. PS 139 also provides parents with an array of workshops each dedicated to empowering parents with knowledge. We host a New Parent Breakfast in the September in which we discuss the academic year, introduce staff and administration including support services, and programs. Other workshops we provided include ELA Workshop, Math Workshop, Learning Disabilities Workshop, Housing Workshops, etc. Translation and Interpretation Unit is used on an as need basis and translators are provided at workshops. In addition, we have an ESL Parent Breakfast. This gives the parents the opportunity to interact with the ESL providers, administration, and parent coordinator in a smaller more "intimate" setting. In addition, we have recently set up a parent computer center within the school. Our Parent Coordinator, as well as parent volunteers, run workshops for the parents on setting up/using email addresses, ARIS, etc. At each of the events, we have parent volunteers/staff members to translate the workshops/meetings orally.

2. Our school partners with Community Based Organizations (CBO) that provides workshops and services to ELL parents. CAMBA is an afterschool program that provides homework assistance for students, service-learning opportunities that benefit the community and needed afterschool child care for working parents. CAMBA also offers a variety of workshops, crisis-counseling, and free legal services to in the areas of Housing and Immigration.

3. Parents' needs are evaluated by a parent survey that is distributed at the beginning of the school year. The survey is translated into the languages based on our home language surveys. Parents are asked such questions as what they would like to learn about, what would make it easier for them to be involved in their child's education, etc. Our workshops are then tailored based on our survey results. We have implemented a workshop questionnaire in which parents are asked to rate the workshop. We also have a parent coordinator who acts as a liaison between parents and administration and staff meets with staff daily to bring parents concerns to the administration.

4. Our parental involvement activities are tailored based on the response we receive from the parent surveys and suggestions made by parents at various workshops. Our goal is to bring parents into the school so that they feel comfortable. Many of our parents are non-English speaking and feel that they do not have a right to question their child's teacher or their child's education. Our parental involvement activities are geared toward giving parents the knowledge they need to feel confident when dealing with their child's teacher. We also have a diverse staff that can speak fluently in many languages to help parents.

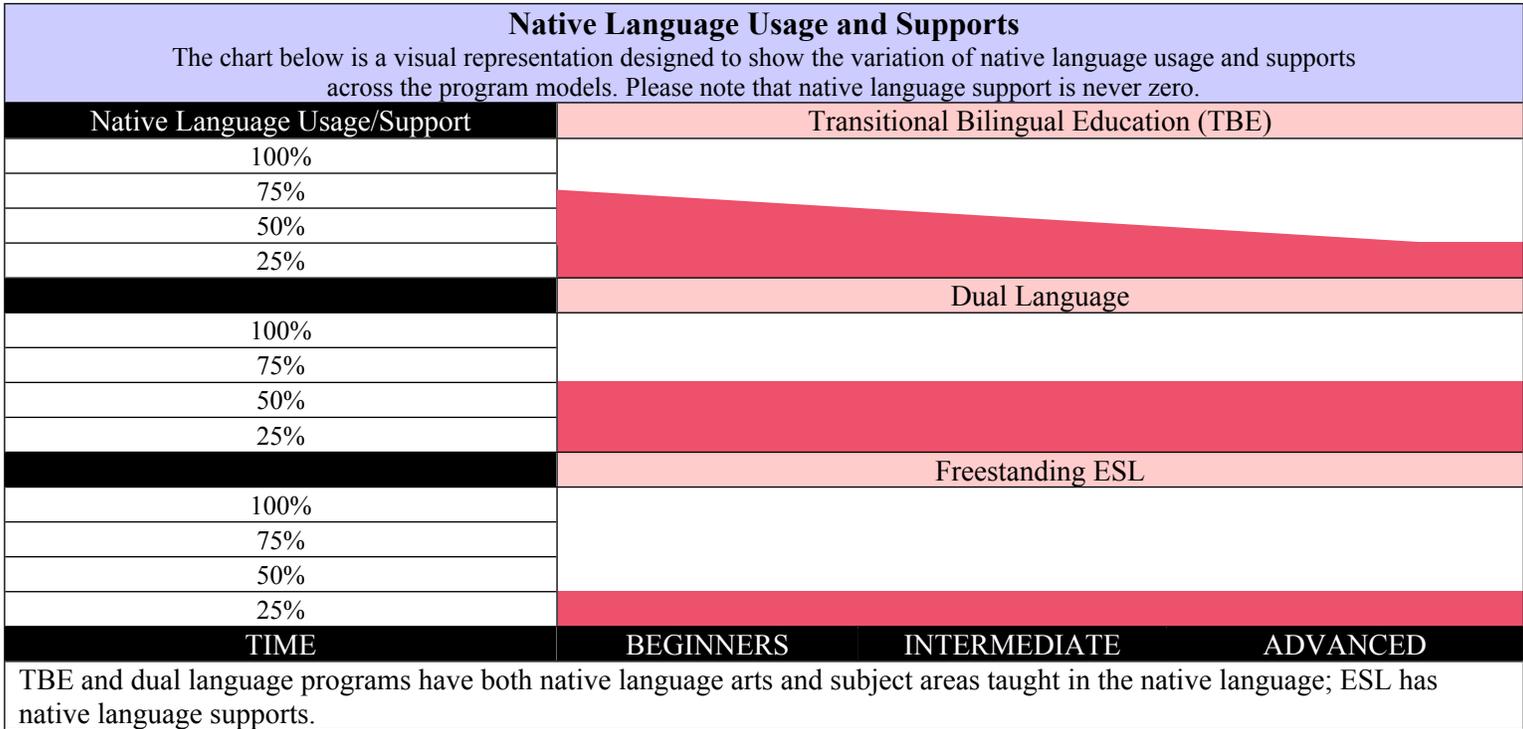
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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



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

10. This year the staff has continued the process of collaborative learning. Staff members are reading What Really Matters in Response to Intervention (RTI) by Richard Allington. RTI represents an important educational strategy to close achievement gaps for all students,

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

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

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

All ESL teachers attend grade level weekly labsites. Various professional development is provided to all teachers (including ELL teachers) weekly, covering various topics such as Miscue Analysis, Using miscue to plan for guided reading, math self-assessments, writing analysis using rubrics, data analysis (DYO F&P, Scantron Math, NYSESLAT scores, NYS ELA & Math scores), etc. In addition, on all professional development days, the ESL teachers receive professional development with their grade level peers. Our overall goal for the school year is to increase reading volume of on-level texts to improve reading comprehension. Therefore, much of our professional development this year will focus on assisting the teachers to accomplish this for our students. In addition, we have started to provide training in the First Steps Listening and Speaking Continuum and will continue looking at the First Steps Reading and First Steps Writing Continuum as well.

2. To support our students as they transition to Middle School, we had a Grade 5 assembly to distribute directories. We spent time reviewing with students and teachers how to read the directory pages and how to read and interpret the middle school description pages. We have a Middle School Fair at P.S. 139 for our families (teachers attend). In order to provide organization for all of this information, the teachers were provided with a spreadsheets to organize zoned schools, applied schools, specialized programs, etc.

3. All teachers receive training in the NYSESLAT, as well as NYSESLAT data analysis. We feel that familiarizing the staff with the NYSESLAT (Reading, Writing, Listening, and Speaking) will assist all teachers in good standards based literacy instruction. In order to help with consistency in planning and instruction, all staff members drill down the NYSESLAT data together. In addition, one of our Assistant Principals and our Coach will be attending an 8 hour training, provided by the Network. This training will be then turn-keyed to the staff during weekly labsites and professional development days. Topics that will be covered during the training are: Culture and linguistics, stages of language acquisition, BICS & CALP, ESL Methodology, Supporting ELLs in the Mainstream, Using

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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?

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

1. PS 139 philosophy is that parental involvement is a key component to a child's success. We encourage parents to volunteer and the school promotes an open door policy. Throughout the year, parents are given many opportunities in which they can play an active role in their child's education. PS 139 provides numerous social events for example, Potluck Dinners and Multicultural Night, which foster a sense of community. Parents get to know the administration in a different setting. They begin to feel comfortable and this promotes better communication. PS 139 also provides parents with an array of workshops each dedicated to empowering parents with knowledge. We host a New Parent Breakfast in the September in which we discuss the academic year, introduce staff and administration including support services, and programs. Other workshops we provided include ELA Workshop, Math Workshop, Learning Disabilities Workshop, Housing Workshops, etc. Translation and Interpretation Unit is used on an as need basis and translators are provided at workshops. In addition, we have an ESL Parent Breakfast. This gives the parents the opportunity to interact with the ESL providers, administration, and parent coordinator in a smaller more "intimate" setting. In addition, we have recently set up a parent computer center within the school. Our Parent Coordinator, as well as parent volunteers, run workshops for the parents on setting up/using email addresses, ARIS, etc. At each of the events, we have parent volunteers/staff members to translate the workshops/meetings orally.

2. Our school partners with Community Based Organizations (CBO) that provides workshops and services to ELL parents. CAMBA is an afterschool program that provides homework assistance for students, service-learning opportunities that benefit the community and needed afterschool child care for working parents. CAMBA also offers a variety of workshops, crisis-counseling, and free legal services to in the areas of Housing and Immigration.

3. Parents' needs are evaluated by a parent survey that is distributed at the beginning of the school year. The survey is translated into the languages based on our home language surveys. Parents are asked such questions as what they would like to learn about, what would make it easier for them to be involved in their child's education, etc. Our workshops are then tailored based on our survey results. We have implemented a workshop questionnaire in which parents are asked to rate the workshop. We also have a parent coordinator who acts as a liaison between parents and administration and staff meets with staff daily to bring parents concerns to the administration.

4. Our parental involvement activities are tailored based on the response we receive from the parent surveys and suggestions made by parents at various workshops. Our goal is to bring parents into the school so that they feel comfortable. Many of our parents are non-English speaking and feel that they do not have a right to question their child's teacher or their child's education. Our parental involvement activities are geared toward giving parents the knowledge they need to feel confident when dealing with their child's teacher. We also have a diverse staff that can speak fluently in many languages to help parents.

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)	12	20	5	6	2	3								48

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		29	7	13	11	7								67
Advanced (A)	27	15	24	22	20	23								131
Total	39	64	36	41	33	33	0	0	0	0	0	0	0	246

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		4	3	1	1	2							
	I		3	2	3	1	1							
	A		12	21	13	16	18							
	P		40	7	23	13	11							
READING/ WRITING	B		17	3	5	1	2							
	I		29	7	13	10	7							
	A		11	12	21	19	22							
	P		2	11	1	1	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	8	18	4	0	30
5	8	12	7	0	27
6					0
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
4	3		15		11		2		31
5	7		14		9		2		32
6									0
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
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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								

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

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

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

School Name: <u>Alexine A. Fenty School</u>		School DBN: <u>22K139</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mary McDonald	Principal		12/1/11
Elissa Toubin	Assistant Principal		12/1/11
Maria Caridi	Parent Coordinator		12/1/11
Maria Elena Jimenez	ESL Teacher		12/1/11
Tanya Noriega	Parent		12/1/11
Diane Dougherty, Youth Dev.	Teacher/Subject Area		12/1/11
Angelica Molero, Gr. 1	Teacher/Subject Area		1/1/01
Daphna Gutman	Coach		12/1/11
	Coach		1/1/01
	Guidance Counselor		1/1/01
Nancy Ramos	Network Leader		12/1/11
Irene Varon	Other <u>Business Manager</u>		12/1/11
Chris Colarossi	Other <u>Assistant Principal</u>		12/1/11
Tania Talaid	Other <u>Speech</u>		12/1/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 22K139 **School Name:** PS 139

Cluster: 5 **Network:** 533

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

Part A: Needs Assessment Findings

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

Data is culled through ATS and Home Language Surveys, as well as through anecdotal reports by the Parents Association and school staff. Translation needs for events, such as the Parent Welcome Breakfast, are determined during the planning of that event, based on invitee's needs. The school has purchased microphone/receiver sets so that translation can take place at events. A contracted vendor provides oral translation, on site, or over the telephone, in a wide array of languages. School staff and parent volunteers translate when needed. The Parent Coordinator sends flyers and documents to the the Translation Unit for translation.

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

The major languages for translation are Spanish, Urdu, Haitian-Creole, Arabic, and Bengali. There are over 30 home languages spoken by the families of our students according to ATS. The information is provided to the Parents Association and is available in the Main Office.

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.

Data is culled from ATS and the Home Language Surveys, as well as through anecdotal reports by the Parents Association and school staff. Translation needs for specific events are determined during the planning of the event, based on the invitees' needs. The school uses a variety of methods for providing translation: staff, parent volunteers, the DOE Translation Unit and outside vendors. The Parent Coordinator assesses the language needs with the Business Manager prior to the event; print media is sent to the DOE unit at least two weeks prior to the event. Purchase Orders or arrangements for staff and volunteers are made when planning events.

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

The school uses a variety of methods for oral translation: staff, parent volunteer, and outside vendor. The identified needs are met through the purchase of microphone/headphone sets, volunteer or staff members translating during events either in serial or by seating proximity.

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

The school provides staff members or finds parent volunteers (if acceptable to the parent) to provide translation if a parent who does not speak English. If this is not acceptable to the parent, or the parent speaks a language that can not be found among the staff, the school hires translators. Where documents are translated by the DOE, they are disseminated.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 139	DBN: 22K139
Cluster Leader: Debra Maldonado	Network Leader: Nancy Ramos
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: 246 Grades to be served by this program (check all that apply): ✱K ✱1 ✱2 ✱3 ✱4 ✱5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 14 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 12

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: School Building Instructional Program/Professional Development Overview

Afterschool program, Tuesday and Wednesday, 3:20 to 4:30 for 12 weeks. Provide small group instruction, students grouped according to proficiency levels and F&P reading level. Focus on good ELA instruction, while embedding NYSESLAT test taking strategies. Will need a supervisor when no other program is running. 12 general education and 2 ESL teachers. Materials include: listening centers with content area CDs and texts, NYSESLAT test prep books for each student.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

1. Teachers have grade level planning time once every week. During that time, the classroom teachers as well as the push-in ESL teachers meet and either receive professional development (from an AUSSIE consultant, ESL consultant, Science consultant, Administration, or each other) or plan their units of study. While planning, the teachers work to embed ESL methodology to support their ELL students during all instruction.

2. during the grade level meetings, the teachers work together to analyze classroom and school data including NYSESLAT data and sample assessments.

3. Materials to purchase for professional development will include (but not limited to): Science and Social Studies Differentiation materials, Activities for English Language Learners, Academic Vocabulary, Reading fluency, Reading comprehension, and trait writing. Professional development is provided through ongoing labsites, mentoring, intervisitations, dependant on the needs of the teacher that need to be addressed. New teachers receive mentoring, other teachers are provided professional development in grade-level teams once a week for 45 to 50 minutes. In addition, one extended day afternoon is set aside for inquiry work by teams of teachers, including ESL teachers and Common Branch teachers of ELLs. The teacher support person or consultant will also provide one-to-one pd or coaching. The ELL Topics range from the components of Balanced Literacy to best practices in teaching language

Part C: Professional Development

acquisition.

Part D: Parental Engagement Activities

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

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

Begin description here:

The parents/guardians of ELLs are included in activities that offer multiple points of entry for parents and guardians.

1. Translations are provided in languages available on line or through the Translation Unit. Oral translation is offered at Parents Association meetings, once a month throughout the school year, often through consultants. When necessary for individual conferences, an interpreter is hired on an as needed basis. School events, such as the testing process, are covered.
2. Workshops are given once a month on topics such as Common Core, ELA, Math, etc. from 6 to 8 PM.
3. A two hour Parent Breakfast is held within the first weeks of school introducing the administration, parent coordinator, youth development team, SBST, and guidance counselors so that parents are familiar with the school procedures and personnel. An ESL Parent Breakfast is held once a year in November to introduce ESL teachers and the ESL processes and testing, Common Core Standards.
4. Computer classes are being held by language group, with translation for the parents, two days a week, and two hours a day for 8 weeks.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session		

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		