



**Department of  
Education**

*Dennis M. Walcott, Chancellor*

**2011-2012  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL NAME :** THE REGO PARK SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q139

PRINCIPAL: MRS. MONICA POWERS-MEADE      EMAIL: MPOWERS@SCHOOLS.NYC.GOV

SUPERINTENDENT:      DR. BEVERLY FFOLKES-BRYANT I.A.

**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
Monica Powers-Meade	*Principal or Designee	
Anthony Valentino	*UFT Chapter Leader or Designee	
Alsina Perry	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Elizabeth Sparling	Member/Teacher	
Kelly Grupper	Member/Teacher	
Theresa Smith	Member/Teacher	
Stephanie Zevon	Member/Parent	
Josephine Cao-Cheng	Member/Parent	
Rosemary Kiladitis	Member/Parent	
Susan Lee	Member/parent	

## **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.  
**After conducting our needs assessment, the SLT found that student achievement in mathematics should be a priority goal. As a result, we will strengthen and improve the mathematics performance levels of our students in grades 3-5 by a 2% gain scoring levels 3 & 4 as measured by the New York State Mathematics Test from 80.6% in SY 2010/2011 to 82.2% in SY 2011/2012.**

### **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.

The results of the New York State 2010/2011 Mathematics Test indicate that 80.6% of our students in grades 3-6 scored levels 3 or 4. This is an increase of 4% from SY 2009/2010. We attribute this gain to strategic instructional measures on the school's part to raise the bar to higher standards. In terms of student performance, we scored 71.8% better than other city schools as indicated on the DOE Progress Report. This is linked to a low range of 31.2% to a high range of 100%.

However, we only scored 50.6% better than the Peer Schools comparison. Clearly this is an indication of needed improvement. As indicated on the DOE median adjusted growth percentile, P.S.139 students scored 71.5% in a comparison to Peer Schools with a low range of 52.5 % to 92.7% high range. In comparison to city schools, P.S.139 students scored 71.5% with a low range comparison of city schools from 44.5% to a high range of 89.9%. Clearly we are making headway, but need to continue school improvement in this area.

In terms of the lower grades, we have a concentration of ELL students in the early childhood grades. EveryDay Mathematics assessments, writing journal entries, student notebooks, student-teacher conferences, and work samples indicate that we must focus more energy on computational skills and critical thinking necessary in open-ended problem solving investigations.

Student work samples that address the Common Core Learning Standards reveal that students in grades K-5 show weakness in explaining their reasoning skills and developing viable arguments in making claims and taking stands. By emphasizing the DOE Instructional Expectations, we are focusing a school wide initiative to strengthen progress in constructing viable arguments and modeling mathematical reasoning for open-ended math investigations for grades K-5. Our students are tapping SAY WHY and WRITE WHY more and more in classroom lessons. They will continue to self-assess their work to build student autonomy and learn to critique the thinking work of peers. Consistent use of rubrics enhances student growth. Timely feedback to students is also a high impact practice to elevate

student performance. High expectations need to be clearly articulated to parents and students alike. The need to develop articulate young mathematicians who can utilize critical thinking skills in preparation for the 21<sup>st</sup> Century is urgent. We will continue to foster school communities of mathematicians who are elevating performance through accountable talk, increased partnership work, and rigor embedded in content.

A comprehensive review of the school's educational program is informed by quantified and qualitative data regarding student performance trends. The DOE 2010/2011 Progress Report indicates that our English Language Learners scored in the top 40% city-wide. We received partial credit for this gain, but certainly the need is there to excel and meet the top 20% of schools citywide. Our lowest third students in mathematics scored 50%, and we received partial credit for making this gain. We will set our sights on reaching the top 20% citywide by harnessing powerful professional development and initiatives that benefit our young mathematicians. Finally, our SETTTS students and self-contained students are in need of careful attention as revealed by the data gleaned from the 2010/2011 Progress Report. A strategic use of technology will be implemented to enhance instruction for these students coupled with UDL entry points for all variable learners.

We will continue to implement twice per week open-ended mathematics investigations that foster higher level thinking skills. Students will talk more and make public their thinking work through the use of charts, class presentations, and partnership work that monitors growth and sustains accountability.

Teacher teams will continue to strengthen student math work products through weekly conversations with colleagues using rubrics as guidelines. Teams will spotlight next instructional steps to help students meet learning outcomes. Teacher feedback will be incorporated on a daily basis in math notebooks and student work products.

Our Japanese Lesson Study group will focus on mathematics performance will continue to grow as we address the needs of all learners. This will be coupled with our participation in Math for All initiatives facilitated through Bank Street.

School Differentiated Accountability Status from NYSED released in November 2011 indicates that P.S.139 is a school IN GOOD STANDING in ELA, Mathematics, and Science. Our November 2011 DOE Quality Review indicate that we need to improve the consistency of higher level questioning in classroom learning activities to provide challenge to the students' achievement levels. We are addressing this need to improve through strong professional development of teachers in the area of using Webb's Depth of Knowledge questioning skills. In this strategic move, we will be able to lift targeted teaching practices that improve student performance in mathematics.

### **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,
- Teachers will participate in on-going professional development of open-ended mathematical investigations. These sessions will be led by Teacher Leaders and CFN 207 Support Specialists. Teachers will have an opportunity to work in teams and delineate their thinking work with rigorous problems that address the Common Core Learning Standards. Teachers will practice the DOE Instructional Expectation of committing to a viable argument and explaining their reasoning with open-ended investigations. Teachers will have an opportunity to model open-ended investigations using a plethora of modeling strategies for public share out.
- At grade conferences and listed in the weekly News and Notes, the Principal will unpack good practices with student math work. The Principal will spotlight the teachings of Lucy West, the founder of Metamorphosis, and the necessary thinking work.
- Teachers in grades K-5 will work collaboratively in teams to analyze Performance Tasks that are robust in quality and embedded in instructional units of study. Pre and post benchmarks of these assessments will be established and used as a strong assessment piece. Evidence will be garnered looking for gains in student communication and powerful use of mathematical strategies over a long period of time. Teachers will track student performance over a period of time.
- The students at-risk will be targeted for pull-out small group instruction twice during the school week to strengthen math instruction with a part-time teacher commencing January 2012.
- Through CFN 207, Math Convention teacher conferences will be scheduled for grades K-5. This powerful professional development will identify students' habits and teacher moves to develop the eight Mathematical Practices detailed in the Common Core. Teachers will understand the content demands of CCLS, and plan upcoming units in EveryDay Mathematics. This training will also deepen teacher capacity.
- The Principal will implement the AIS after school program twice per week for 45 minutes centered on rigorous, math instruction for students not making a year's progress on the 2011 New York State Mathematics Test.
- The school will broaden math literacy by increasing the number of teachers and paraprofessionals participating in Cook Shop, a nutrition program, from Food Bank and the USDA. This program encourages students to measure, cut, and enjoy non-processed food by following recipe directions.
- Lower grade students will continue to participate in 100 Days of School activities that promote and celebrate math literacy.
- Math Japanese Lesson Study Groups will continue to interpret vertical and horizontal data and trends in planning lessons that meet the needs of all learners. Conditions of Learning will be emphasized along with scaffolding of instruction for our ELL students and student with disabilities. Technology will be incorporated in all lessons embedded with strong partnership work. Teacher teams will evaluate evidence suggesting students met the learning outcomes.
- Students in grades K-5 will participate in open-ended rich math investigations. Students will show growth in explaining their reasoning strategies and self-assessing their thinking work along with critiquing the work of classmates. Students will model their thinking work using various tools.
- Kappa 5 students will participate in the Math Olympic online competition and also be engaged in the Stock Market Game to raise

problem solving skills.

- b) staff and other resources used to implement these strategies/activities,
  - The Principal will allocate funding in the school budget for the AIS After School Program.
  - The Principal and Assistant Principal will arrange the school schedule to facilitate intervisitations and professional development to accelerate learning. Teacher Leaders will facilitate Lunch and Learns and workshops for teachers.
  
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - Teacher Teams will align the EveryDay Mathematics units of study to the demands of the Common Core Learning Standards
  - Teacher Teams will develop and customize assessments such as rubrics to evaluate the growth of students with open-ended mathematics investigations and with other student math artifacts
  - Teacher Teams will customize student math tools that enhance instruction and promote achievement.
  - Grade Leaders will meet with the Principal a minimum of four times during the year to give input on math assessments such as ITAs and EveryDay Mathematics quizzes.
  - Teacher Teams will develop their own reflection tools for students such as interest inventories, grow and glows, partnership work designs etc. Feedback from teachers in a timely fashion elevates student performance.
  - Teacher Teams will select and utilize software and websites that assess student knowledge and promote strong learning outcomes such as the DOE Common Core Library website.
- d) timeline for implementation.
  - On- going implementation in SY 2011-2012

### **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.

#### **P.S. 139 is a Non-Title I School**

- Implement Family Math Night and utilize technology to broaden the depth and engagement of all participants.
- Implement Meet the Principal events a minimum of 5 times per year. Incorporate and discuss the demands of the Math Performance Task and the rigor of the Common Core Learning Standards.
- Facilitate a Math Common Core parent workshop twice a year that explains the high expectations of CCLS. These workshops will be led by Teacher Leaders with the support of the Principal.
- Facilitate a math workshop on the design and learning expectations of the New York State Mathematics Test for 2012. This will be led by a Teacher Leader with the support of the Principal.
- Schedule a Mathematics morning for parents where parents will be invited into the classroom to witness open-ended investigations and EveryDay Mathematics learning activities.

- Facilitate a curriculum orientation in September 2011 for parents to attend. Teachers will review math procedures and DOE Instructional Expectations in mathematics.
- Parents will receive a letter from the Principal in October 2011 outlining school instructional goals. Parents will sign off on this document.
- Acuity Workshop will be facilitated by a Teacher Leader and Parent Coordinator for parents in grades 3-5 to access student achievement and tap tutorials to assist their child.
- Interim school report cards will be sent home three times during the year to maximize parent engagement along with monthly grade news. In addition, three times per year the Parents' Voice newsletter will be sent home to all families.
- Global Connect, our automatic message center, will remind parents to participate at Parents' Association meetings and school events.

### **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.

- We are a school on a quest for excellence. We have a wealth of highly qualified teachers wishing to teach at P.S.139. We also serve as a student-teaching site for St. John's University and for undergraduate observers from St. John's University. As a result, we see ourselves as a thoughtful learning community on a continual journey for school improvement. We serve as a promising showcase for aspiring, young teachers.
- For the school year 2010/2011, we were at 100% compliance for highly qualified staff. For school year 2011/2012, we are at 100% compliance for highly qualified staff. This will be verified through the BEDS Survey.
- Teacher Leaders are identified based on their expertise and offered rigorous and sustained professional development through CFN such as: thinking maps training, Math for All training with Bank Street, participation in Math Conventions, facilitating professional development in the Changing Mathematics Classroom and leading Math Japanese Lesson Study.
- New teachers are assigned in-house mentors, meet with the Principal five times during the year, and participate in new teacher training through Cluster 2 and Teachers College. In addition, our Teachers College Staff Developers work closely with new teachers on a grade or new to teaching and differentiate professional development based on their needs.
- Teacher Leaders participate in on-going professional development on implementing open-ended math investigations in the classroom and generating meaningful rubrics to measure student growth. They serve as resources for their team.
- Teachers in need of more powerful professional development are often coached informally by Teacher Leaders and model minilessons to raise teacher performance.
- The Pupil Personnel Secretary will work closely with the network HR Representative to ensure that non-HQT meet all required documentation and assessment deadlines.

### **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.

- We are incorporating several anti-bullying programs and initiatives in our school. Students will participate in an anti-bullying assembly program entitled Box Out Bullies for grades 1-5 in December 2011.
- Student of the Month events recognize student excellence in mathematics and diminish poor conduct.
- P.S.139's Guidance Counselor leads daily lessons on anti-bullying proactive measures in each classroom. This initiative provides kids with knowledge and positive approaches to handle this problem.
- Student monitors and the use of an active Student Council help to promote a positive school tone and boosts achievement.
- P.S.139 has qualified to be admitted into the PBIS program (Positive Behavior Intervention Strategies) through our CFN and Central.
- Grades 4 and 5 students will participate in an anti-bullying event sponsored by Assemblyman Hevesi and the 112<sup>th</sup> Precinct in December 2011.
- P.S.139 proudly participates in the Cook Shop program sponsored by New York City's Food Bank and United States Department of Agriculture. Nine classroom teachers and paraprofessionals will teach lessons to students about non-processed foods and healthy living lifestyles. Students will prepare healthy recipes and enjoy great books that support instruction on nutrition and capitalize on mathematics. A parent newsletter will also be distributed. This is our third year with Cook Shop, and we are proud of our acceptance into this program.
- Each grade is participating in art residencies through Marquis Studios that strengthen critical thinking skills and promote positive school tone while working with a professional artist. K students are involved in African Drumming. Grade 1 students are participating in African Dance. Grade 2 students are engaged in Bhangra Dance. Grade 3 students are enjoying Scientific Illustrations. Grade 4 students are participating in Abstract Art. Grade 5 students will participate in Ballroom Dancing through Marquis Studios.

### **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.

- Tax Levy Fair Student Funding will be used to provide per-diem coverages for professional development of teachers and establish an AIS after school program with per-session postings for the Supervisor and teachers. The Principal will provide funding in the school budget to support the hiring of substitute teachers to facilitate professional development to improve teacher practice.. The Principal will use the expertise of a part-time teacher tapping Tax Levy Funding for small group test sophistication skills in mathematics.
- The Principal will utilize Tax Levy Funding streams for art residencies and anti-bullying performance.
- Cook Shop is a free program through Food Bank and the USDA.

## 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.

**After conducting our needs assessment, the SLT members determined that literacy performance should be a priority goal. We will strengthen and improve the literacy performance levels of our students in grades 3-5 by 2% gain scoring levels 3 and 4 as measured by the New York State 2012 ELA from 64.8 % on the SY 2010/2011 to 66% on the New York State ELA in SY 2011-2012.**

### **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.

Based on the performance on the 2010/2011 ELA, 64.8% of P.S.139's students scored levels 3 or 4. In terms of the DOE Peer Schools indicated on the DOE Progress Report, there was a low range of 47.9% and a high range of 96.7%. We did better than 33.3% of the peer range pool of schools in literacy. In terms of a comparison with city schools, the performance range measured from a low of 18.2% to a high range of 99.6%. P.S.139 students did better than 57.2% of city schools in literacy. Clearly, there is continual need for improvement. In terms of closing the achievement gap indicated on the DOE Progress Report, we need to boost literacy gains with our SETTTS students. We did not reach exceptional gains with this sub group.

In terms of measured student progress on the DOE Progress Report, our adjusted growth percentile was 67% with Peer Schools. The range was from a low of 58.3% to a high range of 86.1%. In comparison to city schools gleaned from the DOE Progress Report, we scored 67% with a low range in city schools from 52.5% to a high range of 84.9% for median adjusted growth percentile. P.S.139's median adjusted growth percentile for a comparison with the Peer Schools Horizon was 66% with a possible low range of 42.7% to a high range of 91.1%. In comparison to all city schools for the median adjusted growth percentile, P.S.139 scored 43.3% with a low range of 47.6% to a high range of 88.8%. Clearly this data reveals gains from last year, but much improvement in literacy is needed. At this time, we have not received ITA results from the first periodic assessment to measure growth.

In the lower grades, our TC Assessment Pro data indicates with TC running records that students are not moving rapidly enough to meet benchmarks for each grade. Independent reading levels indicate stalls at performance level 2. Continued support with guided reading and small group instruction is necessary to elevate student achievement. Explicit instruction using the inquiry approach is necessary to move students along.

Our recent Quality Review in November 2011 indicated that we need to make improvements in boosting critical thinking skills consistently across all grades. In addition, we will improve our data gathering and analysis to provide a complete picture of student progress. Finally, the School Differentiated Accountability Status Report from NYSED indicated in ELA we are a school IN GOOD STANDING. While we are proud of our small gains, we are continually improving to harness larger gains in literacy.

### **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.
- Implement the use of Reading Buddies across all grades to build literacy and partnership work.
- On- going professional development through Lunch and Learns and grade conferences on embedding Depth of Knowledge questioning skills in mini-lessons to raise construction of meaning and critical thinking.
- Literacy instructional practice will be improved through P.S.139's ELA Japanese Lesson Study work facilitated by Teacher Leaders. Depth of Knowledge and Conditions of Learning will be spotlighted in generated lessons and serve as focal points in weaving higher level questioning strategies in literacy instructional practice.
- The Principal will promote quarterly Learning Walks with all Grade Leaders and the UFT Chapter Chairperson.
- P.S.139 will continue to use the services of two Teachers College Staff Developers (20 days) to model effective strategies through mini-lessons, study group work, and conferencing work with students to lift the level of comprehension. The Staff Developers will address the demands of the Common Core Learning Standards through units of study. Careful attention will be focused on the needs of our struggling students. Cycles of professional development will be harnessed around the areas of guided reading, shared reading, and immersion in a plethora of nonfiction texts that speak to text complexity and advance student vocabulary. Teachers will gain new insights and support in the implementation of the DOE ELA Performance Tasks as a formative assessment.
- Classroom teachers will participate in Teachers College Calendar Days to deepen their professional expertise in order to impact student learning.
- Increase the expansion of Japanese Lesson Study Teams by adding an ELA Lesson Study Group for teachers. The Administration will support this effort.
- To increase professional development through horizontal and vertical intervisitations of classrooms to build upon reflective practices.
- The Principal will also tap the expertise of Teachers College Superintendent, Ms. Laura Kotch, in moving the school forward to build strong readers.
- Teachers will continue to use Smart Boards and document cameras to enhance literacy instruction.
- Teachers will receive additional support with ESL co-teaching partnerships through CFN 207. Emphasis will be placed on strengthening academic language with ELL students.
- Grade 4 students will participate in a robust residency facilitated with the New York Historical Society. Students will examine maps, artifacts, and the geography of colonial times by reading a plethora of non-fiction texts guided by a museum official.
- ELL students in grades 4 and 5 will participate in the MY ACCESS online program to improve their writing skills with prompts and

guidance from their ESL teacher. MY ACCESS advances writing skills and is facilitated through Vantage Learning.

- Teachers College Staff Developers will promote the ELA Performance Tasks and assist teachers in the design and structure of these learning tasks embedded in a unit of study. Careful attention will be focused on these performance bundles to raise student performance.
- The Core Inquiry Team Leaders will continue to assist their teams through strong collaborations to accelerate student learning. Data resources used include item analysis of the State ELA, NY START, TC Assessment Pro, ARIS, running records, student internal thinking revealed on post-it notes, and home school reading logs.
- The Special Education vertical inquiry team will enhance literacy performance through the careful use of ipads and technology. Universal Design of Learning will be addressed to open new entry points for struggling students.
- Teachers in grades K-5 will receive professional development using rubrics such as the TC Continuum to analyze student work products. Teachers will have rich conversations about next steps with instruction. This will be led by TC Staff Developers.
- In grades K-2, teachers will participate in professional development of kid watching. Teachers will use the prompt if the child demonstrates this \_\_\_\_\_, then I will do this \_\_\_\_\_. This professional development will be led by Staff Developers on utilizing strategic teacher moves to lift the reading life of students.
- Students will complete on-demand writing pieces to showcase their toolbox of skills before each TC unit of study.
- Students will participate in daily sustained reading practices to strengthen literacy stamina. The blue chart will be publicly displayed outside the classroom door indicating the number of minutes students read. Emphasis will be placed on increasing reading stamina.
- Community Read Alouds will weave a common thread of joy for literacy throughout the school building. This initiative will serve as an entry point rallying our readers. It will also give our students an opportunity to respond and spark new ideas by showcasing their writing pieces on the hallway bulletin boards.
- School-wide student s will sharpen their critical thinking skills through weekly lessons in art interpretation during library time.
- The Scholastic Book Fair will deepen the literacy connection in December 2011.
- The Principal will secure the services of a part-time teacher to advance literacy test sophistication skills in grades 3-5.
- The use of Smart Boards and document cameras will enhance literacy instruction and student engagement.
- The Principal will secure a CASA grant through the Hall of Science funded by the Department of Cultural Affairs and the City Council to lift critical thinking skills for students in grades 1-5. Science investigations explored will stir the curiosity of students in the areas of chemistry and physics. All will adapt a strong literacy component through academic vocabulary, data collection, and drawing conclusions.
- The Principal will implement the AIS after school program twice per week for 45 minutes centered on literacy instruction for students not making a year's progress on the 2011 New York State ELA.
- A children's author will be secured if funding permits this initiative for grades K-5.
- Weekly grade conferences will focus on examining student work products such as post-its, logs, and writing responses to reading.
  - b) staff and other resources used to implement these strategies/activities,  
The expertise of the Principal and Assistant Principal will coordinate, supervise, monitor, and evaluate the above strategies. Teacher Leaders and Staff Developers will also contribute their talents along with cultural organizations and CFN 207

specialists.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Teacher Teams will also monitor and evaluate activities and strategies mentioned above during grade conference meetings, inquiry collaborations, Grade Leader meetings, and faculty meetings. Teacher Teams will provide valuable feedback to the Administration regarding implementation of the above strategies and learning activities. Teacher Teams will complete weekly articulation forms to the Administration giving real time input on the success and challenges they are facing.
- Core Inquiry Team Leaders will complete weekly articulation forms to the Principal to inform the Administration of gains and challenges in moving the work.

d) timeline for implementation.

There will be on-going implementation of literacy instructional strategies and activities for SY 2011-2012.

### **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.

**(P.S.139 is a non Title I school.)**

- Parents will participate in the Literacy in Action morning to become familiar with the expectations, best practices, and routines of the workshop model. This event will be scheduled for March 2012.
- Parents and guardians will participate in the CASA grant Family Day activities scheduled for June 2012 at the Hall of Science. This will strengthen the literacy and science link to promote achievement.
- Parents will be invited to participate as Class Parents and facilitate read alouds in the classroom to improve construction of meaning. Parent volunteers for school events will be encouraged by the Administration, Parent Coordinator, and staff.
- Parents will be invited to attend The Emerging Writer Workshop in October 2011 for early childhood students. Parents will learn strategies and tips to encourage a print rich environment at home.
- Parents will be invited to participate in two Common Core ELA workshops led by Teacher Leaders on the demands and expectations of CCLS. Parents will learn how to make connections to purposeful read alouds that extend thinking for readers.
- Parents in grades 3-5 will gain new insights in the design and demands of the 2012 New York State ELA Test workshop led by Teacher Leaders in Spring 2012.
- Parents will participate in an Acuity Workshop led by the Data Specialist and Parent Coordinator. Parents will be supported as they navigate the Acuity system and interpret areas of strength and improvement for their child.
- Increase parent participation in the Parent Book Club with our partnership with P.S.144 and the UFT.
- Parents will participate in ARIS Parent Link Workshop to foster student achievement.
- Parents and grandparents will participate in an introduction to learning English class once per week as an opportunity to enhance community good will and language proficiency after school. This will be planned and taught by an ESL teacher.
- Parents will be invited to culminating publishing parties to celebrate the process and journey of the young writers' efforts with a TC

unit of study.

### **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.

- We are a school on a quest for excellence. We have a wealth of highly qualified teachers wishing to teach at P.S.139. We also serve as a student-teaching site for St. John's University and for undergraduate observers from St. John's University. As a result, we see ourselves as a thoughtful learning community on a continual journey for school improvement. We serve as a promising showcase for aspiring, young teachers.
- For the school year 2010/2011, we were at 100% compliance for highly qualified staff. For the school year 2011/2012, we are at 100% compliance for highly qualified staff. This will be verified through the BEDS Survey in January 2012.
- Teacher Leaders are identified by their expertise and offered many opportunities for challenging and sustained professional development. These opportunities are differentiated based on skill sets such as : Wilson training, Foundation training, thinking maps training, ELA Performance Task training, ESL co-teaching models, Teachers College study groups, intervisitation models, demonstration lab sites, Calendar Days, and Teachers College Teachers Leaders Study Groups.
- New teachers are assigned in-house mentors, meet with the Principal five times during the year, and participate in new teacher training through Cluster 2 and Teachers College. In addition, our Teachers College Staff Developers work closely with new teachers on a grade or new to teaching and differentiate professional development based on their needs.
- Teachers are recognized on a weekly basis in the Principal's News and Notes newsletter that spotlights the efforts and gains of the teaching staff.
- Teachers in need of more support benefit from informal coaching by a Teacher Leader and arranged by the Administration.
- The Pupil Personnel Secretary will work closely with the network Representative to ensure that the non-HQTmeets required documentation and assessment deadlines.

### **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.

- The school year 2011/2012 was launched with the September Book of the Month, Bucket Fillers: A Guide to Daily Happiness for Students by Carol McCloud. This community read was shared with parents and visitors to the building. Students learned valuable lessons from this text and learned how to apply it to their lives. Hallway bulletin boards showcase responses to the text and sparked new ideas on how to handle bullies.
- We are incorporating several anti-bullying programs and initiatives in our school. Students will participate in an anti-bullying

assembly program entitled Box Out Bullying for grades 1-5 in December 2011. Students in grades 4 and 5 will participate in a curbing bullying assembly program sponsored by the NYPD and Assemblyman Andrew Hevesi.

- P.S.139 has qualified to be admitted into the PBIS program (Positive Behavior Intervention Strategies) through CFN 207.
- Students in grade K-2 will participate in Cook Shop Program through the USDA and New York City Food Bank. This program spotlights healthy eating through non-processed foods.

#### **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.

- Title III funds will be tapped for per-session funding for the Learning English class scheduled once per week for parents and grandparents. It will support teacher and supervisor per-session once per week.
- Tax Levy Fair Student Funding will be used to provide per-diem coverages for professional development of teachers. This funding stream will also provide teacher and supervisor per-session work twice per week to establish the AIS after school program.
- The Principal will provide funding in the school budget to support the hiring of substitute teachers to facilitate professional development to improve teacher practice.
- The Principal will use the expertise of a part-time teacher tapping Tax Levy Funding for small group test sophistication skills in literacy.
- The Principal will use Tax Levy Funding stream for the anti-bullying performance.
- Cook Shop is a free program through Food Bank and the USDA.

#### **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.
- **After conducting our needs assessment, the SLT members determined that safety and respect should be a priority goal for SY 2011/2012. We will create a more respectful, safe environment for all students and staff as measured by the DOE School Survey of 7.5 matrix in SY 2010/2011 to 7.8 matrix in SY 2011/2012.**

#### **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.

- This was based on careful analysis of the DOE School Survey for 2010/2011. In comparison to Peer Schools, P.S.139 scored 7.5 matrix as opposed to a peer range from 7.8-9.6. We scored a 0.0% gain. In comparison to city schools, P.S.139 scored a matrix of

7. 5 matrix with a range of 7.1 to 9.3 matrix. Clearly P.S.139 scored 18.2% better than city schools. There is a critical need based on this data to improve and strengthen initiatives to promote respect and safety for all stakeholders.

### **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,
- Leadership opportunities will be made available for our fourth and fifth grade students to serve as lunch time monitors with the early childhood grades.
- Distribution on a regular basis commendation cards to reward positive classroom behavior. Teachers and staff will distribute them to staff. Students with 25 commendation cards will have their class honored with an ice cream party.
- Increase parent communication by calling parents immediately regarding a student infraction.
- Students will be given an opportunity to write self-reflective statements about an infraction. All Administrative action will be listed for parents and teachers. This will increase transparency.
- The Principal will share with teachers in the weekly News and Notes her vision, recognize teacher and staff accomplishments, and highlight administrative items regarding safety items.
- Students will be engaged in productive and structured organized games in our new Out2play playground established for the school community. This playground was made possible through City Council funding.
- The Principal will arrange school schedules to allot for the Student of the Month assembly program to recognize student conduct and achievement. This initiative will also build parent outreach.
- Establish a library book cart managed by students and a plethora of playing cards, board games, puzzles, and word searches will be available to students at lunch time. This will engage student learning and curb student infractions. Parent donations of new books will be encouraged by the Administration.
- A Hall of Fame for Kindergarten will be established by the Supervisor of School Aides to recognize excellent lunch time conduct. Certificates will be distributed and students will be recognized publicly.
- Students will participate in anti-litter art campaign entitled, "It's Cool to Keep P.S.139 Clean". Cheerful posters with powerful messages will line the hallway of the building. Students will be reminded on a daily basis the importance of school pride.
- The Principal will establish three times during the year tabletop exercises for the Building Response Team.
- The Guidance Counselor will push into every classroom to facilitate a lesson on anti-bullying strategies.
- The Guidance Counselor will establish a main lobby bulletin board with writing pieces of students about bullying and ways of speaking up to curtail incidences.
- The Principal will meet on an on-going basis with the school DOH nurse to facilitate dialogue on the needs of students with medical concerns.
- Provide opportunities for the Code Blue Team to practice CPR techniques and procedures.

- Provide opportunities for epi-pen training and glucagon training for designated staff members with the school nurse.
- The Administration will publicize the SAVE Room protocol to all teachers and staff members.
- The Administration will monitor the school tone with daily Learning Walks and observations.
- To generate and distribute to parents a quarterly Back Pack photo newsletter facilitated by the Parent Coordinator.
- To celebrate the Chinese New Year with a school parade to strengthen respect for diversity.
- The Administration and teachers will work closely together to align art residencies with the curriculum. Careful attention will be focused on the New York State Art Standards. Each grade is participating in art residencies through Marquis Studios that strengthen critical thinking skills and promote positive school tone while working with a professional artist. K students are involved in African drumming. Grade 1 students are participating in African dance. Grade 2 students are engaged in Bhangra dance. Grade 3 students are enjoying Scientific Illustrations. Grade 4 students are participating in Abstract Art. Grade 5 students will participate in ballroom dancing through American Ballroom Theatre.
- Social Bug initiative will be supported by the Principal in collaboration with P.S.177 inclusion staff to promote an inclusive environment for all students.
- Establishment and sustained growth of the Glee Club members in grades 3-5 will be nurtured through school-wide performances during the holidays and International Festival.
- Students in grades 1-5 will participate in a safety assembly program entitled SURGE facilitated by the New York City Electricians Union in April 2012.
- Grades 4 and 5 students will participate in an anti-bullying performance facilitated by Assemblyman Hevisi and the NYPD in December 2011.
- Student Council members will coordinate the Penny Harvest Campaign to assist disadvantaged families with the assistance of a faculty advisor. Student Council members will also lead Jumpathon and Jogathon activities.
- Parents will be advised of necessary supplies needed for the upcoming year in June 2012. Supplies will be brought into the school in a progressive manner to avoid students carrying excessive supplies on the first day of school. Increased communication on procedures and protocol for inclement weather plans will be distributed via email and the Global Connect Message Center.
- Safety concerns will be addressed at the monthly Safety Committee meetings, Meet the Principal events, Executive Board Quarterly meetings, SLT meetings, and UFT Policy meetings.
  - b) staff and other resources used to implement these strategies/activities,
    - The expertise of the Principal and Assistant Principal will monitor and evaluate the above mentioned activities and programs with input from the parent body, students, SLT, and UFT Chapter Chairperson. Daily Learning Walks and conversations will be used as qualitative evidence to measure growth.
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - Teacher Teams will assist in monitoring and revising strategies listed above through the Administration's open door policy, at grade conference meetings with the Principal, SLT consultations, and UFT policy meetings. Cabinet members will also provide

on-going input and feedback to the Principal.

d) timeline for implementation.

- Implementation of the goal will be on-going throughout SY 2011/2012.

### **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.  
**(P.S.139 is non Title I school.)**
- Parents will be invited to attend culminating art residencies and school fundraisers.
- Parents will be invited to enjoy the holiday concert and International Festival events scheduled during the year.
- Deepen P.S.139's parent e-mail distribution list facilitated by the Parent Coordinator.
- Parents will participate in weekly walking to a Better Life Style Club facilitated by the Parent Coordinator to promote opportunities to increase parent dialogue.
- Establish 5 times during the year Meet the Principal events for parents to engage in productive dialogue with the Administration to promote a better school tone.

### **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.

- We are a school on a quest for excellence. We have a wealth of highly qualified teachers wishing to teach at P.S.139. We also serve as a student-teaching site for St. John's University and for undergraduate observers from St. John's University. As a result, we see ourselves as a thoughtful learning community on a continual journey for school improvement. We serve as a promising showcase for aspiring, young teachers.
- For the school year 2010/2011, we were at 100% compliance for highly qualified staff. For school year 2011/2012, we are at 100% compliance for highly qualified staff. This will be verified through the BEDS Survey.
- Teacher Leaders are identified based on their expertise and passions. They are offered rigorous and robust professional development through CFN 207, Teachers College, and Bank Street.
- New teachers are assigned in-house mentors, meet with the Principal five times during the year, and participate in new teacher training through Cluster 2 and Teachers College. In addition, Teachers College Staff Developers work closely with new teachers to differentiate professional development. Distinguished teachers participate in Teachers College Teacher Leaders Study Groups and serve as catalysts for their teams.
- Teachers in need of more instructional support receive informal coaching sessions with a Teacher Leader arranged by the Principal.

- The Pupil Accounting Secretary will work closely with the HR Representative to monitor documentation and assessment of a non-HQT.

### **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.

- The school year 2011/2012 was launched with the September Book of the month, Bucket Fillers; A Guide to Daily Happiness for Students by Carol McCloud. Students learned valuable lessons for this text and learned how to apply it to their own lives.
- We are incorporating several anti-bullying programs such as Box Out Bullying and a performance geared for grades 4 and 5 students facilitated by Assemblyman Andrew Hevesi and the NYPD.
- Each grade is participating in art residencies through Marquis Studios and the American Ballroom Theatre.
- P.S. proudly participates in Cook Shop sponsored by the New York City Food Bank and United States Department of Agriculture. Nine classroom teachers and paraprofessionals will teach lessons to students about non-processed foods and healthy nutrition themes. This promotes a healthy school tone.
- Student Council members and student monitors build upon a healthy and positive school tone for safety.
- Student of the Month events recognize student excellence and diminish student infractions.

### **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.

- Tax Levy Fair Student Funding will be used as a funding stream for art residencies and anti-bullying performances.
- Cook Shop is a free program through the USDA and Food Bank
- City Council funding will be used for an art residency.
- Participation in PBIS will be solely funded by Central.

## **ANNUAL GOAL #4 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 #4**

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

**After conducting our needs assessment, the SLT found that student achievement can be advanced with better school attendance. We will improve attendance data for the school in grades K-5 by 0.50% from 95.6% in SY 2010/2011 to 96.1% as measured by the DOE 2011/2012 School Survey.**

#### **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.

Based on the 2010/2011 DOE School Survey, P.S. 139's school attendance was 95.6% which was a drop from 96.1% in 2009/2010. The data revealed from the DOE School Survey for 2010/2011 with Peer Schools there was a range of scores from 92.9% to 97.5%. Our peer range was 58.7%. Clearly this indicates a need for improvement. City-wide the DOE School Survey indicated that a range from 89.8% to 97.4%. We surpassed 76.3% of city-wide schools but fall behind with our Peer Horizon pool. P.S. 139 earned 3.16 points out of a total of 5 points. After much thoughtful reflection, there is certainly room to improve our attendance rate which is closely linked to student achievement.

#### **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,
- The class on each grade with the best attendance will be recognized on the public address system by the Principal. In addition, these classes will receive commendation cards and be recognized on the school-wide weekly attendance board in the main lobby.
- The Global Connect Message System will be programmed to contact families of students that are absent on a daily basis.
- The Principal will discuss talking points of strong student attendance at monthly Parents' Association meetings and Meet the Principal events.
- The Principal will meet on a weekly basis with the Attendance Teacher to discuss students who are coming up at chronically absent 5-9 school days. Home visits by the Attendance Teacher will be encouraged.
- The teachers will send out three times per year form letters from the Administration regarding students who are chronically and excessively absent or late.
- The Attendance Teacher in consultation with the Principal will trigger a Wake Up New York telephone call for students who are chronically late for school.
- The Principal will meet on a monthly basis with the Attendance Committee to monitor intervention strategies for families.
- The Principal will provide funding in the school budget for robust art residencies that promote student engagement for grades K-5.

- Teachers will direct parents of students going on extended vacations to the Principal and Assistant Principal for on-going conversations to discourage this unauthorized practice.
- Weekly emails from the Parent Coordinator will indicate the planning of family vacations around the school schedule.
- b) staff and other resources used to implement these strategies/activities,
  - The Principal, Assistant Principal, the Attendance Teacher, classroom teachers, and parents will monitor our progress with this goal.
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - Teachers will work collaboratively with the Administration to provide feedback on strategies employed to make note of successes and challenges with this school-wide goal.
- d) timeline for implementation.
  - This goal will be implemented on an on-going basis in SY 2011/2012.

#### **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.

- Parents will participate in ARIS Parent Link workshops and have an opportunity to address student attendance.
- Parents will be made aware of student attendance through the Global Connect Message Center and outreach from the Guidance Counselor and Attendance Teacher. Strategies to improve student attendance will be discussed on a case by case matter.
- Parents will gain more insight about the importance of student attendance at Meet the Principal events and Parents' Association meetings spearheaded by the Principal.
- Families will join students at art culminating activities which celebrate the importance of the arts and student attendance through active engagement.
- Data regarding parent attendance at Parent –Teacher Conferences will be shared through the Parents' Voice newsletter and SLT meetings.

#### **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.

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

- For the school year 2010/2011, we were at 100% compliance for highly qualified staff. For school year 2011/2012, we are at 100% compliance for highly qualified staff. This will be verified through the BEDS Survey.
- Teacher Leaders are identified based on their expertise, skill set, and passions. They are offered rigorous and robust professional development through CFN 207, Teachers College, and Banks Street. Distinguished teachers lead professional development workshops for the staff and attend advanced Teacher Leader Study Groups through Teachers College.
- New teachers are assigned in-house mentors, meet with the Principal five times during the school year, and participate in new teacher training through Cluster 2 and Teachers College. In addition, Teachers College Staff Developers work closely with new teachers to differentiate professional development.
- The Pupil Accounting Secretary will work closely with the HR Representative and monitor the documentation and assessment of a non-HQT.

### **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.

- The Cook Shop Program and student participation encourages student engagement through strong attendance.
- Violence prevention programs such as Box Out Bullying will harness students' empowerment to handle bully situations and strategically promote better student attendance.
- Art residencies promote positive school spirit and strong student attendance through fascinating residencies that address the needs of the total child.
- Weekly attendance awards for classes align well with this school-wide goal.

### **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.

- Cook Shop is a free program through Food Bank and the USDA. We are proud of our three year partnership with this initiative.
- The Principal will utilize tax levy funding streams for art residencies and cultural organizations

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	0	0	N/A	N/A	30	0	0	2
<b>1</b>	4	4	N/A	N/A	25	1	2	3
<b>2</b>	13	13	N/A	N/A	22	2	2	4
<b>3</b>	16	16	N/A	N/A	25	1	2	5
<b>4</b>	19	19	16	8	20	4	0	4
<b>5</b>	15	15	8	9	32	5	0	2
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								

12								
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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
<p><b>ELA</b></p>	<p><b>Pull-out/Push-In Reading:</b> Students not meeting the Standards are provided with weekly small group instruction in a pull-out model to assist them with acquiring strategies and skills needed to become independent readers during the school day two times per week during a 50 minute session.</p> <p><b>Extended Day Program:</b> Students in grades 1-5 receive academic support in literacy and test taking strategies during small group instruction in our before school Extended Day Program. Materials include skill books and practice test materials. Foundations, Leap Frog and Wilson are used three days per week for the 37.5 minute sessions. Technology use such as Smart Boards and document cameras are encouraged to enhance instruction.</p> <p><b>Differentiated Instruction:</b> Classroom teachers continuously assess students and provide remediation and enrichment to meet students' needs in Tier 1 settings during the school day. Learning styles and partnership work in learning are emphasized.</p> <p><b>AIS After School Program:</b> Students in grades 3-5 in need of additional assistance to meet the Standards participate in small group instruction designed to meet students' needs by using data to address strengths and weaknesses two days per week for 45 minute sessions.</p>
<p><b>Mathematics</b></p>	<p><b>Pull-out Math:</b> Students not meeting the Standards are provided with weekly small group instruction in a pull-out model to assist them with acquiring strategies and skills needed to become more successful during the school day. Articulation with upper grade teachers ensures congruence of instruction. This occurs two times during 50 minute session.</p> <p><b>Extended Day Program:</b> Students in grades 1-5 receive academic support in math and test-taking strategies during small group instruction in our Extended Day Program. Instructional materials, manipulatives, technology with computer-assisted instruction, skill books, and practice test materials are used. This occurs three times per week for 37.5 minutes sessions.</p>

	<p><b>Differentiation of Instruction:</b> Classroom teachers continuously assess students and provide data-driven instruction for remediation and enrichment to meet students' needs during the school day.</p> <p><b>AIS After School Program:</b> Students in need of assistance in order to meet the Standards participate in small group instruction designed to meet students' needs by using data strategically to support instruction. This occurs two days per week during 45 minute sessions.</p>
<b>Science</b>	<p><b>Differentiated Instruction:</b> Science support is provided through hands-on experiment based curriculum that focuses on vocabulary, scientific skills, and knowledge that can be applied toward the curriculum and State assessments in Science during the school day.</p> <p><b>AIS After School Program:</b> Science support is given to students having difficulty meeting the state Standards. This small group instruction meets twice per week for 90 minute intervals during February-May. Hands on investigations exploring the scientific process are reviewed. Science academic vocabulary and concepts are emphasized.</p>
<b>Social Studies</b>	<p><b>Reduced Student-Teacher Ratio;</b> Support in Social Studies is provided through content area literacy in whole class, small group, and individual(conferences) instruction. Students learn strategies for success in nonfiction content reading and writing and applying these strategies toward argument writing citing evidence from informational texts to support claims.</p>
<b>At-risk Services provided by the Guidance Counselor</b>	<p><b>Non-mandated counseling:</b> Individual, whole class, and small group counseling are provided to students to address social and academic skills, deficiencies, and needs to improve school climate and students' self-esteem.</p>
<b>At-risk Services provided by the School Psychologist</b>	<p><b>Non-mandated counseling:</b> As per PPT meetings and teacher recommendations, students are identified to receive at-risk, ERSSA, or crisis-intervention counseling.</p>
<b>At-risk Services provided by the Social Worker</b>	<p><b>Non-mandated counseling;</b> As per PPT meetings and teacher recommendations, students are identified to receive at-risk, ERSSA, or crisis-intervention counseling.</p>
<b>At-risk Health-related Services</b>	<p><b>Medication:</b> As per 504's, medication is dispersed, as needed, to children with allergic reactions (EpiPen) and for asthma (albuterol). The school nurse provides small group instruction to chronic asthmatics and meets once per week for 6 weeks for 50 minute sessions during the school day.</p>

**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.

**P.S.139 is a non-Title I school.**

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**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 <b>Charles A. Amundsen</b>	District <b>28</b>	Borough <b>Queens</b>	School Number <b>139</b>
School Name <b>The Rego Park School</b>			

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

Principal <b>Monica Powers-Meade</b>	Assistant Principal <b>Stephanie Lazarus</b>
Coach <b>n/a</b>	Coach <b>n/a</b>
Teacher/Subject Area <b>Khanna Borukhov/ESL Teacher</b>	Guidance Counselor <b>Justin Bono</b>
Teacher/Subject Area <b>Priscilla Perez/ESL Teacher</b>	Parent <b>Alsina Perry</b>
Teacher/Subject Area <b>Magda Kowalzczyk/ESL Teacher</b>	Parent Coordinator <b>Nina Lipton</b>
Related Service Provider <b>Betsy Sparling/IEP Coordinator</b>	Other <b>Darlene Hadoulis/Reading</b>
Network Leader <b>Peggy Miller</b>	Other <b>n/a</b>

### 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	<b>03</b>	Number of Certified Bilingual Teachers	<b>00</b>	Number of Certified NLA/Foreign Language Teachers	<b>00</b>
Number of Content Area Teachers with Bilingual Extensions	<b>00</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>00</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>00</b>

### D. School Demographics

Total Number of Students in School	<b>878</b>	Total Number of ELLs	<b>142</b>	ELLs as Share of Total Student Population (%)	<b>16.17%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. At registration, every parent, whose child is entering the New York City Public school for the first time is required to fill out a Home Language Identification Survey in their preferred language. At that time, a licensed and trained pedagogue, including either one of the ESL teachers, the Principal, the Assistant Principal, or a Testing Coordinator, conducts the informal interview in English and in the native language, whenever it is possible. All school staff-related sections of the HLIS are completed and signed by the appropriate personnel. The Home Language Identification Survey is carefully reviewed and the corresponding Language Code is determined based on the assessment of the information collected from the parents on the HLIS in conjunction with the informal interview. Based on parent responses on HLIS, the eligibility for LAB-R is established. A team of NYS certified ESL teachers, who are fluent in Russian and Spanish, ensures administration of the LAB-R to all students with a home language code other than English within 10 school days of enrollment. Within the same time frame LAB-R Spanish is administered to students with a home language code SP found eligible for additional language support as per LAB-R results. The results of the both LAB-R and Spanish LAB are hand-scored and the corresponding records are kept in school. The cut-score matrix in the LAB-R Memo is used to determine the student's ELL entitlement status. Based on the results of the LAB-R, parents are notified via Entitlement or Non Entitlement letters in both English and Native language where possible, about their child's eligibility for additional English language support. Pupils are placed in the English language support program based on the parent's choice and are provided with mandated instructional units for the entire school year. At the end of the school year, every English language learner is administered NYSESLAT in Speaking, Listening, Reading, and Writing to determine student further eligibility for additional English language support.

2. To ensure that parents understand all three program choices Transitional Bilingual, Dual Language, and Freestanding ESL, we have the following structures in place.

a). We schedule General, Targeted and Individual Parent Orientation Meetings. During school orientation in June and early September for incoming Kindergarten class, ESL teachers are invited to the General Orientation meetings to inform parents about identification process, assessment, and English language support, offered by the New City Education department.

b). In the beginning of the school year, after the administration of LAB-R is completed and the student eligibility for additional language support is established, we send ELL Entitlement letters on a school letterhead in the parent's preferred language informing them of their child's entitlement to ELL services and the parent's right to choose one of the three ELL programs offered in New York City. In this letter we invite them to the Parent Orientation meeting scheduled on different days and time. These Targeted Parent Orientation meetings are scheduled in the morning, in the afternoon, and in the evening to maximize parent participation. We create an agenda and a sign in sheet to record attendance. Parent Orientation sessions are facilitated by certified pedagogues fluent in Spanish and Russian. We invite staff members fluent in Chinese, Korean, Bengali, and other languages based on need, to get the message across. The parent brochures in different languages are given out to parents. We inform parents about three English language support programs available in New York City public schools, regardless of the program(s) currently available at the school. Parents are informed of the regulation that school must form bilingual programs in NYC public schools when there are 15 or more students in two contiguous grades in Elementary school. Parents are invited to view a Parent Orientation Video in their preferred language. A question and answer period is provided. After that, parents are asked to fill out The Parent Choice and Program Selection form in their preferred language. For those parents who are not able to attend Targeted Parent Orientation meetings, we send another invitation for the Individual Parent orientation session.

c). Individual Parent Orientation sessions are offered to parents throughout the rest of the school year as soon as new children are admitted to our school. We collect and review Parent Survey and Program Selection Forms and place students in programs based on

parents' choice in accordance with the ASPIRA Consent Decree. The required information for newly identified ELLs is entered into the ELPC screen on ATS. We try to keep an accurate and updated file on parents who choose a bilingual program that we are not able to offer as a result of insufficient number of students.

3. We download Entitlement Letters from the DOE website in both English and the parent preferred languages, customize them for each student, attach the Parent Survey and Program Selection Form, place them in an envelope and send them home for the parents to respond. We make sure parents are aware that the default program for ELLs is Transitional Bilingual Education as per CR Part 154. We make several attempts to reach out to parents and help them choose a program for their child. In case the letters are not returned and our attempts to reach out to parents are ignored, we contact the Placement Office, request appropriate documentation for Biligual Education and send that information to parents.

4. After parents identify their Program Choice, we inform parents about their child's placement in the language program of their choice. We place students in either Free Standing ESL, Transitional Bilingual, or Dual Language Program accordingly. We make every attempt to honor parent's choice. Since we are not able to form bilingual classes in our school due to the insufficient number of parent requesting bilingual or dual language programs, we help parents to obtain additional documentation and proper placement in the program of their choice. If the parent wants to keep the child in our school, we place him/her in our Free Standing ESL program. Placement letter records are maintained and stored in the ESL room.

5. After reviewing Parent Survey and Program selection forms for the past few years, the general trend in the parent choice has been a request for a Free Standing ESL program. Despite the fact that parents are advised of the different options, they normally choose a Free Standing ESL program as their first choice. In 2011-2012 100% of new ELL parents indicated the Freestanding ESL program a their first choice.

6. The program models in our school are generally aligned with parent requests. A Freestanding ESL program is offered at PS 139Q. Three duly certified ESL teachers, 2 full-time ESL teachers fluent in Spanish and Russian and one part-time ESL teacher fluent in Polish, provide services to the English Language Learners. Our ELLs are provided with equal access and opportunities to participate in all school programs, extracurricular activities, and services. We have a system in place to support our students' home languages. Our students are provided with bilingual glossaries in Content Areas; we encourage students to use bilingual dictionaries during and after school; we offer them children's literature in English and their native languages. We also use on-line resources such as the Rosetta Stone, Starfall.com to build communicative as well as literacy skills. We make sure to ease the transition from native language skills to English language skills and give comfort to our newly arrived students. We also provide language support to increase communication between school and parents by engaging all possible internal and external resources.

## 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\*

### This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	1	1	1	0	0									3
<b>Total</b>	1	1	1	0	0	0	0	0	0	0	0	0	0	3

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	142	Newcomers (ELLs receiving service 0-3 years)	128	Special Education	24
SIFE	3	ELLs receiving service 4-6 years	16	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
Dual Language											0
ESL	126	3	22	16	0	2	0	0	0		142
<b>Total</b>	<b>126</b>	<b>3</b>	<b>22</b>	<b>16</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>142</b>

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

### C. Home Language Breakdown and ELL Programs

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

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

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

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**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	15	11	15	8	7	2	0	0	0	0	0	0	0	58
Chinese	5	2	3	1	3	0	0	0	0	0	0	0	0	14
Russian	14	5	3	1	4	7	0	0	0	0	0	0	0	34
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Arabic	0	1	0	2	0	1	0	0	0	0	0	0	0	4
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Other	6	2	5	5	7	3	0	0	0	0	0	0	0	28
<b>TOTAL</b>	<b>43</b>	<b>21</b>	<b>27</b>	<b>17</b>	<b>21</b>	<b>13</b>	<b>0</b>	<b>142</b>						

## 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. The instruction is delivered through the combination of Push-In (Co-Teaching), Pull-Out, and Collaborative models. We have two full time and one part time ESL teachers. In order to provide all English language learners with mandated units of instruction we decreased the number of instructional groups by grade by increasing the group size. Instead of expanding the Push In organizational model as planned, we will use it in one Kindergarten class, one second grade class, and the first grade Special Education Self-Contained class with the higher

## A. Programming and Scheduling Information

concentration of the ELLs (from 40% to 60%) only. ELLs in the rest of the instructional groups will be serviced through the Pull Out organizational model. ELLs will be grouped heterogeneously (across proficiency levels).

2. Under CR Part 154, we service our ELLs for no less than 180 minutes per week for our Advanced level students and 360 minutes for our Beginning and Intermediate students. Our LAP team's goal is to expand the Push-In model for the entire school.

However, for this year we were able to organize services through the Push-In model in grades 1, 2, and Kindergarten classes with a high concentration of the ELLs, supplemented with additional units in a Pull Out format for Beginner and Intermediate ELLs. The rest of the English Language Learners in school are being serviced through the Pull Out organizational model. To be in compliance with mandated units of instruction we use flexible scheduling where our ESL class periods last from 50 to 60 minutes. Beginner, Intermediate, and Advanced students are grouped by grade, thus we use Heterogeneous program model for our students.

3. Our ESL teachers use research based instructional approaches and methods to make content comprehensible to enrich student language development. They integrate Content Area instruction into their teaching. However, we make sure our English Language Learners are not pulled out during ELA and Math instructional time and receive instruction from the classroom teacher.

Our ESL teachers meet regularly with mainstream teachers in order to align their instruction with that of the classroom and successfully scaffold education for our ELLs.

Our ESL teachers confer with the Science and Social Studies teachers as well in order to support Content vocabulary and concepts for the ELLs. Teachers provide scaffolded instruction for the different units of Readers and Writers Workshop. In addition, pertinent thematic units are taught. ESL teachers provide differentiated instruction to help students improve their Speaking, Listening, Reading, and Writing skills.

4. For students found eligible for English language services and whose Home language is Spanish, we administer Spanish LAB to identify their Native language skills. For students with special needs, bilingual specialists assess student's native language skills using appropriate language instruments.

5. 63% of the current English language learners are students who have been in the program for less than 3 years.

a. Three of them are SIFE students. According to our plan, these students were placed in age appropriate classrooms; we have paired the SIFE with a peer who speaks his/her language; parent volunteers have been asked to work with the child on an individual basis. The SIFE are given an equal access to participate in all student activities and receive Title III and AIS services, as well as the support of the Guidance Counselor and bilingual social worker. We give students an intensive instruction in building literacy skill and vocabulary development in a small group setting.

b. We assess newcomers literacy skills and exercise a differentiated approach to assist students to acclimate to the school environment, build or transfer their academic skills. Since P.S. 139 is a Teachers College school and uses the Balanced Literacy approach, the ESL teachers also follow the Balanced Literacy and Workshop models. The classroom teacher is additionally provided with supplementary materials as well as useful internet web sites for the newcomer ELLs to use for classroom differentiated instruction.

We distribute to students available bilingual glossaries in Content Areas, make sure the child has a dictionary in his/her home language on them during and after school hours. We closely monitor their progress both in English language acquisition and in the Content areas through formal and informal assessments, conference notes, and conversations. We also reach out to parents to consolidate Home and School connection. Our Parent Coordinator helps find parents speaking the same language. Parents are provided with translated versions of the information set out to parents. Parents are invited to enrol in the Adult ESL class sponsored through Title 3 Grant. Through the same Title 3 Grant, in addition to the mandated units of instruction, we offer morning or afternoon English classes for the newcomers to support their English language acquisition.

Since NCLB requires testing for ELLs in the system for more than 1 year, our ELLs are part of all AIS after school instruction. During the year, they are also pulled in small groups by a reading and/or math specialist for added support.

c. 11% of our ELLs have been receiving services for 4 years and more. This is a considerable reduction from the previous years. We contribute this success to the proactive approach to our struggling students. At P.S. 139, one of our ESL teachers is a member of the PPT team. Those children who exhibit long-term learning lapses and behavioral problems are discussed at monthly meetings where the Guidance Counselor, Psychologist, Social Worker, and other service providers can suggest appropriate strategies to help these struggling students excel. Students are placed in small group supplemental classes, where a content area specialist, trained in ESL methodologies,

## A. Programming and Scheduling Information

provides targeted direct instruction to close achievement gap; they attend our 37.5 minute Tutorial sessions and are enrolled in our after school AIS classes. We require an informational meeting with parents to give them a full overview of the services available to the students in Special Education and Related Services at P.S. 139. We also introduce to the parents programs that deal with phonemic awareness, study skills, and math interventions. To this end we hope that the parent will support the child at home while we support them in school.

d. As opposed to previous years, we do not have Long Term ELLs who completed 6 years in the ESL program. At P.S. 139 we were able to help our long term ELLs to reach the mandated level of proficiency and exit the ESL program. Our interventions such as At-Risk academic support services, Tutorial, Title 3, AIS support classes in Reading, Math, and Social Studies, and small group instruction by a content area specialist, proved themselves highly effective, as well as emotional and mental support provided by Guidance counselor and social worker. We were able to turn parents into our partners and that contributed to our success as well.

6. To provide access to the academic content and accelerate English language development our ELL-SWD are mainstreamed into age appropriate ESL classes and are introduced to a rigorous curriculum to maximize learning. Some of our ELLs have alternate placement paras who aid in their instruction. ELL-SWDs have full access to all the supplemental academic programs offered in our school. During the ESL instruction our teachers use Balanced Literacy approach and the emphasis is placed on the acquisition of social and academic vocabulary taught through ESL strategies such as TPR, language experience approach, and sheltered English.

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

### Courses Taught in Languages Other than English

## 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. Our school has a variety of targeted intervention programs for ELLs in ELA, Math, Science, and Social Studies. 30 to 50 minute small

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9. After our English language learners reach the mandated level of proficiency based on the NYSESLAT results and are no longer eligible for ESL program, we provide them with transitional support up to two years in and outside the classroom. To enhance their academic English language skills we enroll them in the academic support groups where content area specialists, trained in ESL methodologies, provide targeted direct instruction in a small group setting twice a week. In addition to that, they are invited to the short-term Academic Intervention Support (AIS) group to prepare for the NYS standardized tests in ELA, Math, and Science. They are provided testing accommodations such as extended time and separate location in addition to the listening passages being read for three times, as well as native language support during NYS Math and Science tests.

10. We have two full time and one part time ESL teachers. In order to provide all English language learners with mandated units of instruction we decreased the number of instructional groups by grade by increasing the group size. Instead of expanding the Push In organizational model as planned, we will use it in one Kindergarten class, one second grade class, and the first grade Special Education Self-Contained class with the higher concentration of the ELLs (from 40% to 60%) only. ELLs in the rest of the instructional groups will be serviced through the Pull Out organizational model. ELLs will be grouped heterogeneously (across proficiency levels). Two full time teachers will provide service for all the Advanced, Beginner, and Intermediate ELLs for one 50-60 minute period a day for 5 days a week. A part time ESL Teacher, will provide additional service for two days, on Thursdays and Fridays, to supplement additional minutes of instruction for Beginner and Intermediate level ELLs.

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12. English language learners have equal access to all programs, services, extracurricular activities, and enrichment opportunities. Our ELLs serve on the Student Council, are members of the Glee Club and Music Memory Team, are members of the school Basketball team, are active participants of the International Festival, as well as Art and Dance, and Enrichment programs (chess, guitar, karate, etc.). They take advantage of the Academic Support programs including, but not limited to, Title 3 ESL, AIS, Tutorial, as well as Small Group Instruction.

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We encourage ELLs in primary grade to take advantage of the free on-line Starfall program. We have purchased software from Essential

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

**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)?

Not Applicable

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

**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.

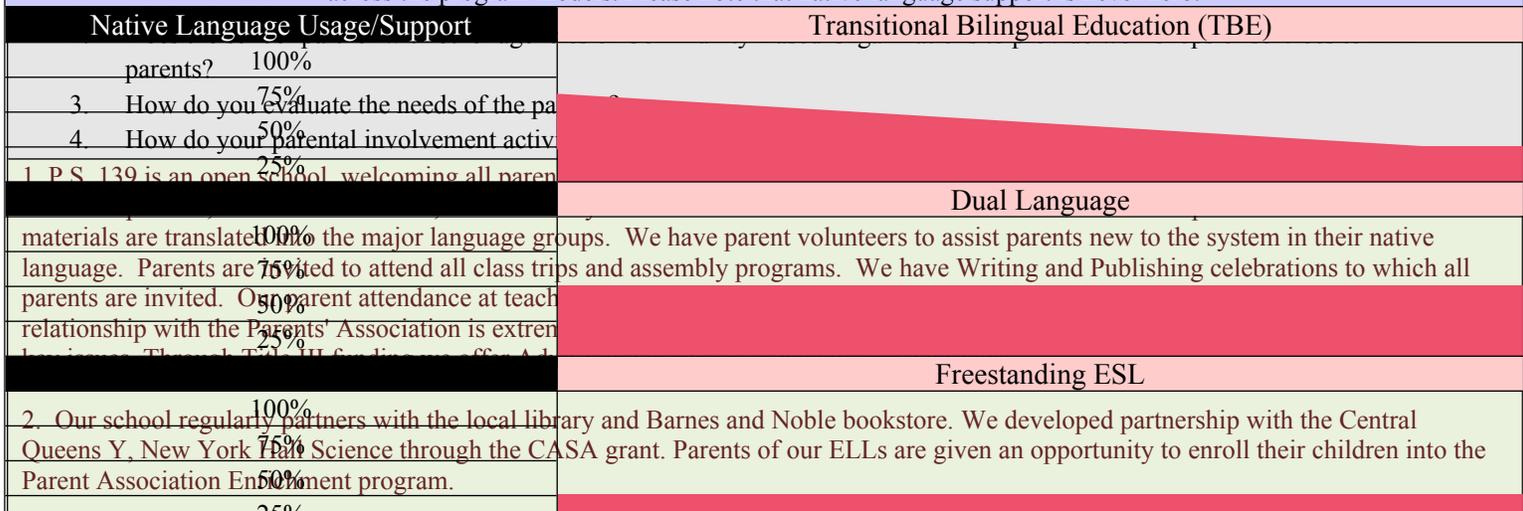
1. We provide direct and indirect professional development to all classroom teachers and services providers on ongoing basis. 7.5 hours of Direct ELL training is offered on Staff Development days, through Lunch and Learns, Grade and Faculty Conferences. ESL teachers as members of the school Collaborative Inquiry Teams, provide, through discussions, indirect professional development to the mainstream teachers of the targeted ELL students. To ensure congruency of instruction, ESL and classroom teachers engage in articulation about most effective strategies and approaches to reach out to ELLs. The Co-Teaching partners involved in a Push-In instructional model collaborate during common prep. time in preparing lesson plans. In addition to that, our ESL Network Support Specialist also facilitates professional opportunities for the staff.

2. We are a feeder school to Russell Sage Middle School. There is articulation between the staff of both schools including the Guidance Counselor. Besides an Orientation for both students and parents in the afternoon and evening, meetings are aligned to the needs of the ELLs. They are conducted with the staff of the Middle School and the 5th grade teachers, the Guidance Counselor, the Assistant Principal, and the Principal.

3. ELL training for a minimum of 7.5 hours for classroom teachers, paraprofessionals and school administrators is provided during Grade Conferences, Lunch and Learns, Faculty Conferences, and Calendar Days (Election Day, Brooklyn Queens Day). In the first part of the year (September - December), we will introduce the following topics: "ESL Co-Teaching Model", "Second Language Development" "Building Student Background Knowledge", "Academic English Language Development". From January to April we will conduct workshops on "NYSESLAT Expectations", "English Language Learners and New York State ELA & Math Tests" and "Effective Test-taking Strategies for ELLs".

**Native Language Usage and Supports**

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



## E. Parental Involvement

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

1. P.S. 139 is an open school, welcoming all parents. Parents are involved in every aspect of the school life. Parents are part of the School Leadership Team, the LAP Committee, and the Safety Committee. The Parent Coordinator conducts workshops and makes certain that all materials are translated into the major language groups. We have parent volunteers to assist parents new to the system in their native language. Parents are invited to attend all class trips and assembly programs. We have Writing and Publishing celebrations to which all parents are invited. Our parent attendance at teacher conferences is very high. We ask for and honor all requests for translators. Our relationship with the Parents' Association is extremely positive. Our teachers regularly attend meetings to explain initiatives and speak on key issues. Through Title III funding we offer Adult English classes to parents and guardians.

2. Our school regularly partners with the local library and Barnes and Noble bookstore. We developed partnership with the Central Queens Y, New York Hall Science through the CASA grant. Parents of our ELLs are given an opportunity to enroll their children into the Parent Association Enrichment program.

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

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

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

## B. 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.
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11. As of now, we do not anticipate discontinuing any of our school initiatives in ESL instruction and support.

12. English language learners have equal access to all programs, services, extracurricular activities, and enrichment opportunities. Our ELLs serve on the Student Council, are members of the Glee Club and Music Memory Team, are members of the school Basketball team, are active participants of the International Festival, as well as Art and Dance, and Enrichment programs (chess, guitar, karate, etc.). They take advantage of the Academic Support programs including, but not limited to, Title 3 ESL, AIS, Tutorial, as well as Small Group Instruction.

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## 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.

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### 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)?

Not Applicable

### 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. We provide direct and indirect professional development to all classroom teachers and services providers on ongoing basis. 7.5 hours of Direct ELL training is offered on Staff Development days, through Lunch and Learns, Grade and Faculty Conferences. ESL teachers as members of the school Collaborative Inquiry Teams, provide, through discussions, indirect professional development to the mainstream teachers of the targeted ELL students. To ensure congruency of instruction, ESL and classroom teachers engage in articulation about most effective strategies and approaches to reach out to ELLs. The Co-Teaching partners involved in a Push-In instructional model collaborate during common prep. time in preparing lesson plans. In addition to that, our ESL Network Support Specialist also facilitates professional opportunities for the staff.

2. We are a feeder school to Russell Sage Middle School. There is articulation between the staff of both schools including the Guidance Counselor. Besides an Orientation for both students and parents in the afternoon and evening, meetings are aligned to the needs of the ELLs. They are conducted with the staff of the Middle School and the 5th grade teachers, the Guidance Counselor, the Assistant Principal, and the Principal.

3. ELL training for a minimum of 7.5 hours for classroom teachers, paraprofessionals and school administrators is provided during Grade Conferences, Lunch and Learns, Faculty Conferences, and Calendar Days (Election Day, Brooklyn Queens Day). In the first part of the year (September - December), we will introduce the following topics: "ESL Co-Teaching Model", "Second Language Development" "Building Student Background Knowledge", "Academic English Language Development". From January to April we will conduct workshops on "NYSESLAT Expectations", "English Language Learners and New York State ELA & Math Tests" and "Effective Test-taking Strategies for ELLs".

### E. Parental Involvement

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

1. P.S. 139 is an open school, welcoming all parents. Parents are involved in every aspect of the school life. Parents are part of the School Leadership Team, the LAP Committee, and the Safety Committee. The Parent Coordinator conducts workshops and makes certain that all materials are translated into the major language groups. We have parent volunteers to assist parents new to the system in their native language. Parents are invited to attend all class trips and assembly programs. We have Writing and Publishing celebrations to which all parents are invited. Our parent attendance at teacher conferences is very high. We ask for and honor all requests for translators. Our relationship with the Parents' Association is extremely positive. Our teachers regularly attend meetings to explain initiatives and speak on key issues. Through Title III funding we offer Adult English classes to parents and guardians.

2. Our school regularly partners with the local library and Barnes and Noble bookstore. We developed partnership with the Central Queens Y, New York Hall Science through the CASA grant. Parents of our ELLs are given an opportunity to enroll their children into the Parent Association Enrichment program.

3. Our Parent Coordinator, the classroom teacher, and the ESL teachers consistently reach out to parents to insure that their needs are being

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	15	10	9	5	5	1	0	0	0	0	0	0	0	45
Intermediate(I)	7	9	6	8	6	5	0	0	0	0	0	0	0	41
Advanced (A)	20	2	12	4	10	8	0	0	0	0	0	0	0	56
Total	42	21	27	17	21	14	0	0	0	0	0	0	0	142

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>	2	0	0	0	0								
	<b>I</b>	4	1	0	4	1								
	<b>A</b>	9	17	7	8	2								
	<b>P</b>	3	6	5	6	8								
READING/ WRITING	<b>B</b>	8	6	2	2	1								
	<b>I</b>	5	6	7	7	5								
	<b>A</b>	4	9	3	8	5								
	<b>P</b>	1	3	0	1	0								

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	6	0	0	13
4	2	7	0	0	9
5	n/a				0
6	n/a				0
7					0
8					0
NYSAA Bilingual Spe Ed	0	0	0	0	0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		20		12		4		39
4	2		8		15		0		25
5	n/a								0
6	n/a								0
7									0
8									0
NYSAA Bilingual Spe Ed	0		0		0		0		0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		2		10		11		24
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	n/a			
Integrated Algebra	n/a			
Geometry	n/a			
Algebra 2/Trigonometry	n/a			
Math	n/a			
Biology	n/a			
Chemistry	n/a			
Earth Science	n/a			
Living Environment	n/a			
Physics	n/a			
Global History and Geography	n/a			
US History and Government	n/a			
Foreign Language	n/a			
Other	n/a			
Other	n/a			
NYSAA ELA	n/a			
NYSAA Mathematics	n/a			
NYSAA Social Studies	n/a			
NYSAA Science	n/a			

**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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	n/a							
Chinese Reading Test	n/a							

**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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

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# Part VI: LAP Assurances

<b>School Name: <u>The Rego Park School</u></b>		<b>School DBN: <u>28Q139</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Monica Powers-Meade	Principal		11/30/11
Stephanie Lazarus	Assistant Principal		11/30/11
Nina Lipton	Parent Coordinator		11/30/11
Khanna Borukhov	ESL Teacher		11/30/11
Alsina Perry	Parent		11/30/11
Priscilla Perez	Teacher/Subject Area		11/30/11
Dalene Hadoulis	Teacher/Subject Area		11/30/11
n/a	Coach		n/a
n/a	Coach		n/a
Justin Bono	Guidance Counselor		11/30/11
Peggy Miller	Network Leader		11/30/11
Betsy Sparling	Other <u>IEP Coordinator</u>		11/30/11
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 28Q139      **School Name:** The Rego Park School

**Cluster:** 2      **Network:** 207

**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**

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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.

To assess our school's written translation and oral interpretation needs, we have the following system in place: At registration, parents fill out a Home language Identification Form where they indicate the preferred language for written and oral communication. This information is entered into the ATS system and the student emergency card.

In addition to that, teachers survey parents to find out whether they need an interpreter to enhance communication. Parents are made aware regarding their right to and the availability of language services.

To assess the school's need in translated materials we download data from ATS and identify what languages are represented in our school for the current school year, and how they are distributed among the grades and classes.

To accommodate translation and interpretations needs, we resort to both internal and external resources. In house, we survey our teachers and staff to identify their fluency in languages other than English. In collaboration with Parent Association, we identify parent volunteers willing to provide need based oral and written translations. We also take advantage of the services offered by the DOE Translation and Interpretation Unit including, but not limited to, written translations of documents containing critical information regarding a student's education, over-the phone interpreting services, and others.

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.

Through collaboration with the Parent Association, School-based Support Team, School Leadership Team, ELL Department, and other parties, we determine and share the information about the language groups our school is comprised of as well as about teachers and staff who are fluent in language(s) other than English. To date, Spanish, Russian, and Chinese are the major language groups in our school. We notice a growing number of low incidence languages such as Albanian, Bosnian, Japanese, and Uzbek languages. Even though we have a multilingual staff, we are not able to cover some low incidence languages when contacting a child's household, or for unexpected visits from parents who cannot communicate proficiently in English. Therefore we need to request the DOE Translation and Interpretation Unit to translate into the above-mentioned languages the documentation used for identification, parent survey, program choice, parent notification, and placement of newly admitted potential English language learners.

The list of teachers and staff, fluent in language(s) other than English, is publicly displayed in the school's 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.

The school sends out letters and correspondence translated into Spanish, Russian, and Chinese. We regularly update the information on parent preferred language of communication in both written and oral form. This data inform the need in translated materials disseminated to parents, as well as the number of intrpreters for oral translation during Parent-Teacher conferences, IEP meetings, workshops, and other school functions. Written translation services are usually provided by the DOE Translation and Interpretation Unit, as well as in-house by school staff.

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 list of teachers and staff fluent in languages other than English is publicly displayed in the school office. PS 139Q's Parent Coordinator identifies parents in need of translation services, and sets up a schedule to accommodate them during Parent Teacher conferences. Parent volunteers, teachers and staff members, fluent in languages other than English, translate at various school functions and Parent Association meetings. With low-incidence languages we use over-the-phone translation service provided by the DOE Translation and Interpretation Unit.

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>.

All parents are informed of their rights to translation services in writing. During each parent meeting, parents receive translation services. Posters giving information about Department of Education translation services are displayed in the main office and at the school entrance. A sign in each of the appropriate covered languages indicating the availability of language services is posted in the lobby. Parents are provided with translated versions of the Parent Bill of Rights and the Family Guide . We maintain an appropriate and current record of the primary language of each parent, both in ATS and on the student emergency card. We keep accurate records regarding the provision of language assistance services in order to monitor progress when contacting a child's household, or for unexpected visits from parents who cannot communicate proficiently in English.

## 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: <a href="#">The Rego Park School</a>	DBN: <a href="#">28Q139</a>
Cluster Leader: <a href="#">Charles A. Amundsen</a>	Network Leader: <a href="#">Peggy Miller</a>
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> 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): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: <u>82</u> Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>6</u> # of certified ESL/Bilingual teachers: <u>3</u> # of content area teachers: <u>3</u>

## 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: We plan to provide supplemental language support services to the following categories of English language learners: Newcomer group, ELLs who have been in the program for 4 years and more, SIFE and ELLs struggling academically, as well as former ELLs who reached proficiency as per NYSESLAT 2011 and still are in need of academic intervention to meet State standards in Content area. We will offer a morning 1 hour session once a week and afternoon 1 hour long sessions once a week for grade 2, 3, 4, and 5 ELLs where both ESL teacher and Content Area specialist, trained in ESL methodologies, will provide direct instruction in Reading, Mathematics, and Science by addressing four modalities: Speaking, Listening, Reading, and Writing. We will use research-based strategies, practices, materials and curricula to strengthen literacy, mathematics and technology skills. For grades two and three we will offer a program which will guide children along a leveled continuum of reading, ensuring that they develop the necessary grade-level phonemic awareness and enhance reading comprehension skills. For ELLs in grades 4 and 5 we will use the MyAccess Writing program to enhance student's writing skills in various genres. For ELLs who have been in the program for 4 years and more and those who reached proficiency as per NYSESLAT 2011, we will offer support with the academic language and literacy skills to develop a student's language, literacy and content understanding. For parents and guardians of our English language learners we will offer a 1 hour 30 min. Adult ESL class once a week to help develop fluency in the English language. Below is a full description of the supplemental support services we plan to utilize through the Title 3 funding in the 2011-2012 school year:

### Program 1:

Target Population: Newly Arrived English Language Learners (10+)

This program is intended to provide additional English language support to the newly arrived English language learners in grades 2, 3, 4, and 5. They will be grouped heterogeneously across the grade levels. Through interactive hands on approach, students will master their communicative, as well as academic language skills in Speaking, Listening, Reading, and Writing. The teacher will provide direct instruction in reinforcing phonemic awareness, fluency in English in aural, oral, and written form. We will also provide native language support by introducing bilingual glossaries in content areas, teaching dictionary skills, and exposing students to the Dual language books in various genres. Students will be introduced to the language independent learning tools such as Starfall and the Rosetta Stone software that can be used to support and augment the time on task of a new ELL entrant.

Teachers: 1 licensed ESL teacher

Day: Friday

Time: 7:30 AM – 8:30 AM

Start Date: January 27, 2012

End Date: May 25, 2012

Number of Sessions: 16

Materials to be used: Newcomer Phonics books, Dual Language books, consumables.

## Part B: Direct Instruction Supplemental Program Information

### Program 2:

Target Population: Grade 2 ELLs

Total # on the grade: 28

56% of the second grade ELLs are on the Beginner and Intermediate levels. 93% of ELLs read way below grade level and are at serious academic risk. This program is intended to provide English language learners with additional support in Reading instruction. English language learners will engage in Guided Reading activities to enhance grade-level phonemic awareness, phonics, fluency, vocabulary, and reading comprehension skills through phonics focused books, narrative and informational texts. This program will utilize the Imagine Learning English software to provide students with tiered and differentiated instruction to meet their individual needs and boost their speaking, listening, and reading skills. We will also encourage the native language support embedded in the Imagine Learning English program.

The ESL teacher will provide direct instruction to this group in collaboration with the content area specialist. The ESL teacher will share her expertise in language acquisition strategies and techniques and assist the content specialist in scaffolding of language and content.

Teachers: 1 licensed ESL teacher and 1 Reading specialist

Day: Thursday

Time: 3:05 PM – 4:05 PM

Start Date: January 26, 2012

End Date: May 24, 2012

Number of Sessions: 16

Materials to be used: Printed materials, Imagine Learning English web-based program, laptops, consumables (composition notebooks, paper, etc.)

### Program 3:

Target Population: Grade 3 ELLs

Total # on the grade: 18

53% of current grade 3 students have been in the ESL program from 3 to 4 years. 76% of ELLs are on Beginner and Intermediate levels. 14 ELLs (82%) out of 17 students on the grade will take the standardized tests in ELA and 16 ELLs (94%) will be tested in Mathematics this spring for the first time. This program is intended to focus on reinforcing academic vocabulary development, dictionary skills, and test taking skills in ELA and Math.

Grade 3 English language learners will receive direct instruction in vocabulary development (including academic language), listening and speaking through series of engaging activities including but not limited to reading graphs, identifying patterns, and solving word problems. In addition to English as the primary language of instruction, we will provide native language support by utilizing dictionaries and bilingual glossaries in student-preferred language. The ESL teacher will provide direct instruction to this group in collaboration with the content specialist. The ESL teacher will share her expertise in language acquisition strategies and techniques and assist the content specialist in scaffolding of language and content.

## Part B: Direct Instruction Supplemental Program Information

Teachers: 1 licensed ESL teacher and 1 Classroom teacher  
Day: Wednesday  
Time: 3:05 PM – 4:05 PM  
Start Date: January 25, 2012  
End Date: May 23, 2012  
Number of Sessions: 16  
Materials to be used: Test Best on the Metropolitan 8 by Steck-Vaughn Berrent,  
consumables (composition notebooks, paper, folders, etc.)

### Program 4:

Target Population: Grade 4 Current and Former ELLs

Total # of Current ELLs on the grade: 21

This program is intended to provide additional English language and content area support to the current and former English language learners who exited the program within past three years and are still entitled to testing modifications, and are recommended to participate by their teachers.

38% of current ELLs have been in the program for 4 to 5 years. 92% of current ELLs who took NYS 2011 ELA test and 61% of those who took the NYS Math 2011 test, scored levels 1 and 2. ESL teacher in collaboration with the classroom teacher will provide direct instruction in vocabulary development through ELA, Mathematics and Science content areas. The focus of instruction will be building background knowledge through intensive use of non-fiction texts, reinforcement of dictionary skills, and hands on approach with native language support. We will supply our students with bilingual glossaries in Math and Science.

We will also utilize former ELA, Math, and Science NYS State tests in English as well as their translated versions, to teach the language of the test and reinforce test-taking skills.

The ESL teacher will provide direct instruction to this group in collaboration with the classroom teacher. The ESL teacher will share her expertise in language acquisition strategies and techniques and assist the content specialist in scaffolding of language and content.

Teachers: 1 licensed ESL teacher and 1 Classroom teacher  
Day: Wednesday  
Time: 3:05 PM – 4:05 PM  
Start Date: January 25, 2012  
End Date: May 23, 2012  
Number of Sessions: 16

Materials to be used: Classroom libraries, dictionaries, translated glossaries,  
test taking skill workbooks, consumables (notebooks,  
writing paper, folders, pencils, highlighters, etc.)

### Program 5:

Target Population: Grade 5 English Language Learners

Total # of Current ELLs on the grade: 14

This program is intended to provide additional English language and content area support to the current English language learners. 50% of the current 5th grade ELLs have been in the program from 4 to 5 years. The NYSESLAT 2011 results reveal deficiency in Reading Comprehension and Writing skills. The focus of this program is to reinforce student Reading and Writing skills through the MyAccess Award Winning Web based Writing program. Students will read passages and write their extended responses to

### Part B: Direct Instruction Supplemental Program Information

the prompts. They will also engage in writing essays in various genres with immediate feedback, and enhance their vocabulary through the use of the online Lexpedia tool. Students will also be provided with native language support embedded into the program.

The ESL teacher, trained in utilization of the MyAccess program, will provide direct instruction in informational and argument writing and monitor student progress.

Teachers: 1 licensed ESL teacher

Day: Monday

Time: 3:05 PM – 4:05 PM

Start Date: January 23, 2012

End Date: May 21, 2012

Number of Sessions: 12

Material to be used: laptops with Internet connection, language dictionaries, and consumables (notebooks, writing paper, folders, pencils, highlighters, etc.)

Program 6:

Target Population: Parents and Grandparents of English Language Learners

This program is intended to assist parents and guardians of our English language learners achieve fluency in English and enhance parent/school communication. In addition to direct English as a Second Language instruction, parents will be provided with strategies to use with their children to support instruction. Parents will be invited to the informational workshops about school goals, programs, forthcoming city and state assessments in order for parents to adequately support their own children.

Teacher: 1 licensed ESL teacher

Day: Wednesday

Time: 4:00- 5:30 P.M.

Start Day: January 24, 2012

End day: May 22, 2012

Number of Sessions: 16

Materials: ESL printed materials and workbooks for adult ELLs, consumables (notebooks, writing paper, folders, pencils, highlighters, etc.)

### 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: -We will be providing an ongoing professional development to inform and train Title III Program teachers, as well as those responsible for delivery of instruction and services to ELLs . In addition to general orientation into Title III Supplemental Support Services, the personnel involved will learn about ESL methodologies, strategies, and techniques in developing Academic language, building prior knowledge, both in house and outside the school. Teachers register and attend workshops offered

### Part C: Professional Development

through the DOE Office of English Language Learners, Columbia Teacher's College, in addition to professional development and instructional support provided by our ESL Network Support Specialist to both ESL and classroom teachers. ESL strategies for classroom teachers, Sheltered English and differentiated instruction for ELLs, Collaborative Team Teaching, and other relevant activities are the focus of those workshops.

Our ESL teachers attend grade conferences and are instrumental not only in aligning ESL instruction to the classroom instruction, but also in providing suggestions and strategies for particular areas of curriculum that would be useful for the teacher of an ELL student.

In house, a minimum of 7.5 hours of ELL training is provided for classroom teachers during Grade Conferences, Lunch and Learns, Faculty Conferences, and Calendar Days (Election Day, Brooklyn-Queens Day). Topics include, but are not limited to: The Co-Teaching Model in the Push-In class; Building Student Background Knowledge, Academic English Language Development, Thinking Maps To Accelerate Student Learning, NYSESLAT Expectations, Testing Accommodations for ELLs and Former ELLs; English Language Learners and New York State ELA & Math Tests, and will be presented by the Principal, Teacher Leaders, ESL Teachers, as well as by the Network ELL Support Specialist. In addition to that, ESL and Grade 4 teachers meet during Grade Conference to articulate the needs of ELLs in preparation for the NYS assessment in Science.

### 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: We plan to invite parents willing to learn English language to enroll in the 1 hour 30 minutes long English language evening class which will be held once a week. We surveyed our staff and made a list of those who are fluent in languages other than English. We identified parent volunteers and paired them up with families who speak low incident languages to increase communication between school and family. We encourage parents to communicate with those involved in their child's education in their native language by providing volunteer interpreters when the need arises. We use DOE translation services to send letters home in various languages. ESL Teachers in Partnership with the Parent Coordinator will offer series of workshops including but not limited to the following topics: How to help Your Child to Be Successful in School, Using Technology to Monitor Your Child's Learning (Navigating ARIS and Acuity), and others.

### Part E: Budget

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

Allocation Amount: \$17000

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$9,150.53</u>	<p><u>Direct Service:</u></p> <p><u>Program 1(Newcomers): One ESL teacher for 1 hour long 16 sessions: \$50.06x1x1x16= \$ 800.96</u></p> <p><u>Program 2 (Grade 2 ELL): One ESL Teacher and one Content Area Specialist for 1 hour long 16 sessions: \$50.06x2x1x16= \$1,601.92</u></p> <p><u>Program 3 (Grade 3 ELL): One ESL Teacher and one Classroom teacher for 1 hour long 16 sessions: \$50.06x2x1x16= \$1,601.92</u></p> <p><u>Program 4 (Grade 4 ELL): One ESL Teacher and one Classroom teacher for 1 hour long 16 sessions: \$50.06x2x1x16= \$1,601.92</u></p> <p><u>Program 5 (Grade 5 ELL): One ESL Teacher for 1 hour long 12 sessions: \$50.06x1x1x12=\$600.72</u></p> <p><u>Program 6 (Parent ESL Program): One ESL Teacher for 1 hour 30 min. long 16 sessions: \$50.06x1.5x1x16=\$1,201.44</u></p> <p><u>Supervision: 25 hours \$52.39x25= \$1,309.75</u></p> <p><u>Payroll Secretary: 14 hours \$30.85x14= \$431.90</u></p>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	<u>n/a</u>	
Supplies and materials	<u>\$1,888.47</u>	

**Part E: Budget**

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

Allocation Amount: \$17000

<ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		<p><u>Equipment: One Desktop Dell Computer</u></p> <p><u>Consumables: notebooks, folders, writing paper, pens, pencils, e</u></p>
<p>Educational Software (Object Code 199)</p>	<p><u>\$ 5,060</u></p>	<p><u>Imagine Learning (Installation, training and 10 student licenses)</u> <u>\$ 4,000.00</u></p> <p><u>The Rosetta Stone On-line Version (10 student licenses)</u> <u>\$1,060.00</u></p>
<p>Travel</p>	<p><u>n/a</u></p>	
<p>Other</p>	<p><u>\$901.08</u></p>	<p><u>18 hours for planning time for articulation among the ESL teachers and the mainstream teachers in order to further collaboration</u></p>
<p><b>TOTAL</b></p>	<p><b><u>\$17,000.00</u></b></p>	