



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : PS 139K

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

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

SUPERINTENDENT: DR. RHONDA FARKAS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Mary McDonald	*Principal or Designee	
Cynthia Dinkins	*UFT Chapter Leader or Designee	
Lynne Yeamans	*PA/PTA President or Designated Co-President	
Barbara Kitcher/Irene Varon	DC 37 Representative, if applicable	
n/a	Student Representative	
n/a	CBO Representative, if applicable	
Zack Mack	Member/UFT	
Takhiya Glover	Member/Parent	
Michelle Thompson	Member/Parent	
Zorida Clemente	Member/Parent	
Michelle Benoit	Member/Parent	
Susanna Stein	Member/Parent	
Jennifer Lutton	Member/Parent	
Lisa Draho	Member/Parent	
Elizabeth Hetzer	Member/UFT	
Amy Grandal	Member/UFT	
Joanna Lau	Member/UFT	
Sofia Krevsky	Member/UFT	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2013, we will increase by 5% the percentage of All students achieving Levels 3 and 4 on the State ELA exam, including ELL's and SWD's

Comprehensive needs assessment

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

On both the 2011 and 2012 administration of the NYS ELA, 11% of the All students sub-group scored in level 1. Similarly, in both 2011 and 2012, 48% of All students performed in levels 3 and 4. In the 2009-10 schoolyear, 6 of 8 accountability groups made AYP while SWD's and ELL's did not. In 2011, the ELL subgroup made AYP, but Students with Disabilities did not. In 2012, all accountability groups were in good standing.

Instructional strategies/activities

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

Activity #1

- Improve differentiated instructional program for all students
 - Grade teams will focus on creating coherent content/rich CCLS aligned units of study that contain authentic tasks according to the continuum of student development to aid the scaffolding of instruction.
 - Reduce the pupil-teacher ratio in grades 1 to 4.
 - Extended Day program for students at risk, including ELL's and SWD's.
 - Saturday Academy and After School Program will begin in the spring term.
 - Grade level inquiry teams will focus on analyzing student work and using data to drive instruction
 - Reading Plus computer based program to provide individualized silent reading practice for students, with progress monitoring and targeted intervention.
 - Use technology as a tool to enhance instruction, and provide support to literary instruction through the use items such as: Smart Boards, ELMOs, etc.
 - Chess, Dance, Music, Visual Art and Boost, will support students' development and achievement.
 - Use a three-tiered model of RtI
 - First and largest tier, as well as a number of second tier activities such as Reading Plus, implemented by the classroom teacher.
 - Second tier activities also provided by AIS, the Learning Lab, after/before and Saturday programs, non-mandated guidance, and youth development team programs for support in the social and emotional spheres.
- Target Population(s): All students
- Responsible Staff Members: All teachers
- Implementation Timeline: September 2012 through June 2013

Activity #2

- Professional Development
 - Best practices around designing coherent instruction, using questioning and discussion techniques,
 - Collaborative teams of teachers will write rubrics that are user friendly, and used to analyze student work.
 - A Danielson Professional Practice Framework for Teaching will be used for teacher self-reflection, goal setting, observations and inter-visitations.
 - Grade level teacher teams will implement protocols for reviewing student work.

- PD will be differentiated to meet the needs of our staff at least twice a year.
- PD will be implemented in a variety of platforms such as; teacher, administrator and consultation lab workshops/coaching/mentoring as well as external workshops; unit planning and the implementation of language objectives, both in and out of school.
- Target Population(s): Teachers working with all sub groups with a special focus on ELL's and SWD's.
- Responsible Staff Members: Administration and coaches
- Implementation Timeline: September 2012 – June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Newsletters and Progress Reports will be backpacked home
 - PS139.org school website has a variety of curricula materials, information related to Core Curriculum, etc.
 - Workshops will be provided on computer and internet use, developmental behavior, TERC, Core Curriculum, State Testing, among other topics.
 - Parents are instrumental in organizing Science Night, IEP Breakfast, computer classes, etc.
 - Meetings will be held in order to promote positive learning. (Workshops, Parent Teacher Conferences, one to one meeting)
 - The Parent Coordinator and a member of the administration will attend PA meetings.
 - A welcome breakfast, curriculum and progress conferences, and parent group meetings are held.
 - Performances, family nights, COOKSHOP Workshops, Gardening Club, Arts Night and other activities are hosted by the school

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 _____ ✓ Tax Levy _____ ✓ Title I _____ ✓ Title IIA _____ ✓ Title III _____ ✓ Grants _____ ✓ Other

If other is selected describe here: ARRA, C4E, Title I SINI Summer PD

Human Resources

- Supplementary teachers to reduce PTR in grades 1 to 4
- Resource and ESL teachers
- Youth development teacher
- Guidance counselors
- School Business Manager
- After school and Saturday teachers programs

Supplemental cluster to cover labsites.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - 220 students participate in an afterschool program run by CAMBA, a neighborhood CBO.
 - A school librarian coordinates with Brooklyn Public Library
 - Federal nutrition program provides free breakfast and free and reduced lunch.
 - Studio-in-a-School grants provide arts education
 - DOH nurse supports student health

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, we will increase by 5% the percentage of All students achieving Levels 3 and 4 on the State Math exam, including ELL's and SWD's

Comprehensive needs assessment

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

On the 2011 administration of the NYS Math exam, 6% of All students scored in level 1; in 2012, 9% were in level 1. In 2011, 62% of All students performed in levels 3 and 4, while 56% performed in levels 3 and 4 in 2012. On the 2009-10, 2010-11 and 2011-12 administrations of the NYS Math exam, 8 of 8 accountability groups made AYP, including SWD's and ELL's.

Instructional strategies/activities

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

Activity #1

- Improve differentiated instructional program for all students
 - Grade teams will focus on implementing TERC Investigations and Common Core Georgia Units
 - Reduce the pupil-teacher ratio in grades 1 to 4
 - Identify best practices/instructional strategies in enrichment and differentiation
 - Implement Exemplars in grades 1 - 5
 - Provide materials to support math program
 - Chess, Dance, Music, Visual Arts, and Boost will develop students and increase achievement.
- Target Population(s): All students
- Responsible Staff Members: All teachers
- Implementation Timeline: September 2012 through June 2013

Activity #2

- Math Professional Development
 - Build teacher understanding of math content and practices as they relate to Common Core Standards
 - PD in reviewing student work as related to improving instructional strategies, including the implementation of protocols.
 - Teacher support, administrators will work with teachers to reinforce best practices in the classroom to help meet the needs of students in all sub groups.
 - PD will be differentiated to meet the needs of our staff at least twice a year.
 - Ongoing PD will employ labsites, after school professional development, teacher/administrator/consultation lab workshops/coaching/mentoring as well as external workshops.
- Target Population(s): Teachers working with all sub groups with a special focus on ELL's and SWD's.
- Responsible Staff Members: Administration and coaches
- Implementation Timeline: September 2012 – June 2013

Steps for Including teachers in the decision-making process

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Newsletters and Progress Reports will be backpacked home
 - PS139.org school website has information for parents.
 - Workshops will be provided on computer and internet use, developmental behavior, TERC, Core Curriculum, State Testing, among other topics.
 - Parents are instrumental in organizing Science Night, IEP Breakfast, computer classes, etc.
 - Meetings will be held in order to promote positive learning. (Workshops, Parent Teacher Conferences, one to one meeting)
 - The Parent Coordinator and a member of the administration will attend PA meetings.
 - A welcome breakfast, curriculum and progress conferences, and parent group meetings are held.
 - Performances, family nights, COOKSHOP Workshops, Gardening Club, Arts Night and other activities are hosted by the school

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here: ARRA, C4E, Title I SINI Summer PD

Human Resources

- Supplementary teachers to reduce PTR in grades 1 to 4
- Resource and ESL teachers
- Youth development teacher
- Guidance counselors
- School Business Manager
- After school and Saturday teachers programs
- Supplemental cluster to cover labsites.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - 220 students participate in an afterschool program run by CAMBA, a neighborhood CBO.
 - A school librarian coordinates with Brooklyn Public Library
 - Federal nutrition program provides free breakfast and free and reduced lunch.
 - Studio-in-a-School grants provide arts education
 - DOH nurse supports student health

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.

By June 2013, 75% of all students will take part in activities that promote social emotional competencies, character education, and service learning in order to create a positive school environment and increase student staff awareness of Respect for All

Comprehensive needs assessment

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

OORS data from the 2011-12: there were 70 teacher removals, 39 principal's suspensions, and 3 superintendent's suspensions.

Instructional strategies/activities

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

Activity #1

Promote consistent use of protocols for intervention, prevention and teacher removals;

- ✓ Implement protocols that have been developed for reporting behavior, providing support, parent communication, the steps prerequisite to teacher removals and other interventions, up to and including superintendent's suspensions.)
- ✓ Hold assemblies to promote a common understanding and consistent expectations.
- ✓ Include information in faculty conferences to promote a common understanding and consistent expectations.
- ✓ Provide teachers with information on Respect for All and bullying

Target population: All teachers

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

Implementation Timeline: September 2012 through June 2013

Activity #2

Service Projects:

- Service projects to promote understanding and caring, along with respect for community and self:
 - Pennies for Patients with the Lymphoma and Leukemia Society
 - Math-a-thon for St. Jude's
 - MDA Hop-A-Thon
 - Math-A-Thon
 - Veteran's Valentine Cards
 - Hurricane Sandy Toy Drive
 - Talent Show donation to Red Cross
 - CAMBA food drive
 - Hurricane Sandy collection
- Service project to raise environmental awareness
 - Terra Cycle Collection

- Provide staff with information on service projects
- Work with teachers to broadly disseminate project awareness.

Target population: Entire school community

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

Implementation Timeline: September 2012 through June 2013

Activity #3

Implement *The Leader In Me* in order to foster social emotional growth in all students

- Purchase 7 *Habits of Happy Kids* for every classroom
- One story is read each month schoolwide to promote one of the seven habits
- Implement professional book club – *The Leader In Me*

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Newsletters and Progress Reports will be backpacked home
 - PS139.org school website has a variety of curricula materials, information related to Core Curriculum, etc.
 - Workshops will be provided on computer and internet use, developmental behavior, TERC, Core Curriculum, State Testing, among other topics.
 - Parents are instrumental in organizing Science Night, IEP Breakfast, computer classes, etc.
 - Meetings will be held in order to promote positive learning. (Workshops, Parent Teacher Conferences or one-to-one meetings)
 - The Parent Coordinator and a member of the administration will attend PA meetings.
 - A welcome breakfast, curriculum and progress conferences, and parent group meetings are held.
 - Performances, family nights, COOKSHOP Workshops, Gardening Club, Arts Night and other activities are hosted by the school

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here: ARRA, C4E, Title I SINI Summer PD

Human Resources

- Supplementary teachers to reduce PTR in grades 1 to 4
- Resource and ESL teachers
- Youth development teacher
- Guidance counselors
- School Business Manager
- After school and Saturday teachers programs

Supplemental cluster to cover labsites.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - 220 students participate in an afterschool program run by CAMBA, a neighborhood CBO.
 - A school librarian coordinates with Brooklyn Public Library
 - Federal nutrition program provides free breakfast and free and reduced lunch.
 - Studio-in-a-School grants provide arts education
 - DOH nurse supports student health

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Extended Day Afterschool Saturday Academy Learning Lab Learning Lab Kindergarten	Small Group Small Group Reduced Group Size One to One Whole Class	Extended day-Tues./Wed. Monday/Friday after school Saturday During the school day During the school day
Mathematics	Extended Day Afterschool Saturday Academy Learning Lab Learning Lab Kindergarten	Small Group Small Group Reduced Group Size One to One Whole Class	Extended day-Tues./Wed. Monday/Friday after school Saturday During the school day During the school day
Science	Science Club	Small Group	During extended day Tuesday and Wednesday
Social Studies	Tier II RTI	Through content area literature	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	One to One and Small Group	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Administration and teachers attend hiring fairs to identify and recruit highly –qualified teachers
Mentors and buddy teachers are assigned to new or struggling teachers.
Teachers that are not highly qualified are supported in attaining qualification.
Assistant principals are assigned teams of teachers by grade level.
Common labsites built into prep schedule.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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 and the Parent Association. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator 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 1st 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;

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; instructional materials for 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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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 1st 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 child care for parents who attend School Leadership and Parent Association meetings.
- 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

CEP Appendix 6

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

Part I: School ELL Profile

A. School Information [?](#)

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total Number of Students in School	1056	Total Number of ELLs	246	ELLs as Share of Total Student Population (%)	23.30%
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Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														0
TOTAL	0													

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

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

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

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese		1												1
Russian						1								1
Bengali	4	6	2	2	3	7								24
Urdu	4	6	7	9	9	2								37
Arabic			2	2	1									5
Haitian	3	1	3	4	2	6								19
French		3												3
Korean														0
Punjabi														0
Polish			1											1
Albanian				1										1
Other	2	7	2		3									14
TOTAL	39	62	36	41	33	35	0	246						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

the strongest teacher working with the weakest students. This type of strategic student/teacher grouping helps ensure that our Newcomers receive instruction that is academically rigorous, yet highly comprehensible, connected to their individual experiences and supported with Best-Practice and ESL methodologies. Our Newcomers receive direct phonics instruction through Wilson Foundations or Words Their Way, as well as native language support through the following:

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

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

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

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

In addition to the mechanisms mentioned above, students within this subpopulation will continue to receive targeted interventions based upon their immediate needs via AIS/RTI and during after school and/or Saturday Academies. Additionally, Wilson/Fundations (research-based, multi-sensory reading and writing program that directly teaches the structure of words in the English language) is used by several classroom teachers and AIS staff to teach students within this subpopulation the coding system for reading and writing. All ELLs reading below grade level attend our 37 1/2 minute extended day reading program, the groups are all less than 10 students and all students receive support on their specific reading level, expanding on their strengths, while supporting their deficits. In addition, ELLs are apart of our target population as one of our subgroups for our inquiry teams. Some ESL students who are far below grade level will be studied further within this years inquiry work.

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

Special Education ELLs: Students within this subpopulation receive services to support not only their documented disabilities, but their language acquisition needs as well. Students within this subpopulation are ELLs who have an IEP, created after testing by a School Based Support Team, in their native language where possible, which delineate services as well as ESL services needed-- particularly the language

A. Programming and Scheduling Information

in which the special education services are delivered. Students in this subpopulation can fall within any of the service years. If a special education ELL has a paraprofessional on their IEP, the paraprofessional supports the students within the ESL periods. ESL teachers are provided with the IEP for each special education student that they service. They work with the classroom teacher/special education teacher to provide the necessary supports for each student within their ESL instruction. Some of the SWD-ELLs are provided with CDs to bring home to support their listening, reading, and phonics. On exams, appropriate ELL and IEP modifications are provided.

6. The classroom teachers, special education teachers, and ESL teachers are all provided with the same materials. Reading and Writing units are planned by all teachers to include ESL and Special Education modifications. Materials (i.e. trade books) are ordered by unit to support varying levels of students in both reading and content areas. Each classroom has at least two working computers and a computer lab is available in the school for whole class instruction. Some internet licenses have been ordered to support all students in reading and math. The two math programs used in the school Everyday Math and TERC Investigations are hands-on programs that allow students to interact with manipulatives to better understand mathematical concepts. In addition, we have two science cluster teachers that provide hands-on science instruction where vocabulary is embedded to support our ELLs and SWDs. All classroom teachers provide small group instruction that is differentiated based upon students need. All classroom teachers have been provided NYSESLAT test preparation booklets on their grade levels to support and familiarize their ELLs with NYSESLAT modalities and test taking strategies. There is a guided reading bookroom, organized by level, including fiction and non-fiction books, that all teachers have access to and use to provide guided reading instruction in reading, but also to support content area instruction on various levels. Students are provided with appropriate placements and specialized services as per their classification and IEP. Counseling, paraprofessionals, SETTs, Speech, OT, PT, hearing, etc are all provided per students IEP.

7. A majority of our ELLs are mainstreamed and receive all curriculum instruction within a general education classroom. P.S. 139 provides all students with Music, Dance, Gym, Readers Theater/Computer Lab, and Science. In addition due to the flexibility in scheduling, many of the classes have Library, Chess, Art, and Youth Development within a mainstreamed environment. Our lunch periods also contain a mix of classes. Additionally, our extended day groups are mixed between ELLs, SWDs, and General Education students to ensure that guided support is provided in the least restrictive environment. In order to provide all students with opportunities for Arts and Chess clubs, after-school programs have been created where all students can take part.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction
Native Language Arts	0
Social Studies:	0
Math:	0
Science:	0

Class/Content Area	Language(s) of Instruction

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

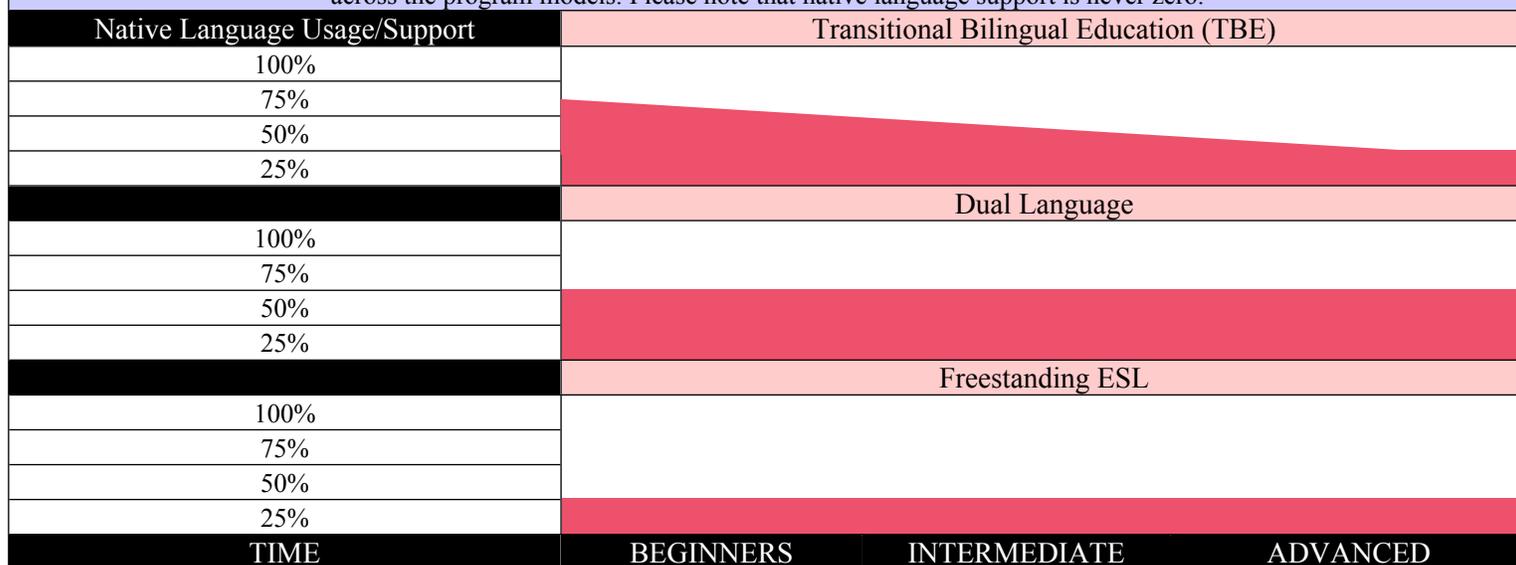
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language 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.



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

B. Programming and Scheduling Information--Continued

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

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

At this time, all of our intervention programs have a strong ELA focus. At present, our AIS provider/RTI initiative will work with small groupings of students in grades Kindergarten through Five in 8 week cycles. In addition, our after-school extended day programs are operating on a cyclical process with students receiving related services in 6-8 week blocks with reassessment at that time. This especially holds true for those students who are far below grade level as indicated on previous New York State exams and Fountas and Pinnell data. Currently, all students who are reading below grade level are in our extended day ELA program. The extended day program includes ELLs (from all subgroups) and F-ELLs reading below grade level. The students are in a group of 10 students or less, with other students reading on their level. The teachers provide direct guided reading instruction to support students deficits in reading. Running records are conducted in order to find areas of need and areas of strength to plan for their direct instruction. P.S. 139 has a book room with hundreds of sets of guided reading books to support the extended day program. There are both fiction and non-fiction books (support the science and social studies curricula).

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

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

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

11. We are continuing all programs, none will be discontinued.

12. ELLs will be afforded the same access to our before-school, after-school and in-school programs. The first round of extended day (9/2011 - 11/2011) students were selected in grades 4 and 5 by utilizing their spring ELA scores. Any child who received a 1.99 on the ELA exam was chosen to participate in the after-school program. Grades 1, 2, and 3 students were chosen based upon their current reading levels, using F&P Benchmark Assessment Running Records. Future after-school programs will also include our ELL population. Groups will be created based upon data collected from classroom teachers, ESL service providers, and additional staff members. In addition, we are initiating "Breakfast Clubs," a before-school program where students are grouped and instructed as determined by their area of need.

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

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

We also have Smartboards in 98% of our classrooms. Our grades 1 and 2 self-contained ESL class have Smartboards. Most of the other general education classrooms with high ELL concentrations also have Smartboards, used for class lessons as well as small group activities. We just installed a Smartboard in one of the ESL pull-out rooms. Many of our classrooms also have ELMOs, the teachers use them in conjunction with the Smartboard to enlarge texts for Shared Reading/whole class instruction. Most classrooms have listening centers.

We have licenses to Reading Counts to support our grade 2 through grade 5 students in Reading and a school-wide license for IXL to support our students in Math grades preK- Grade 5. A schoolwide account for discovery ed is available for all staff and students.

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

- Pairing them with a classroom partner or "buddy" who speaks the same primary language.
- Encouraging them to talk in their primary languages, as well as English.

- Providing our classroom and school libraries with bilingual texts that represent the primary languages spoken within our classroom and school, to the best of our ability.
- Use of bilingual students, paraprofessionals and/or parent volunteers who speak the same primary language in order to provide tutoring, to read to the students in their primary language and to assist the students with publishing books written in their native languages.

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

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

An inventory was done last school year of the classroom libraries. Between the teachers and the students, more leveled books were ordered to support students needs and interests on various levels. More lower level high interest books were ordered to support our lower level students in all grades.

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

17. No language electives are offered at this time.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

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

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

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

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

3. All teachers receive training in the NYSESLAT, as well as NYSESLAT data analysis. We feel that familiarizing the staff with the NYSESLAT (Reading, Writing, Listening, and Speaking) will assist all teachers in good standards based literacy instruction. In order to help with consistency in planning and instruction, all staff members drill down the NYSESLAT data together. In addition, one of our Assistant Principals and our Coach will be attending an 8 hour training, provided by the Network. This training will be then turn-keyed to the staff during weekly labsites and professional development days. Topics that will be covered during the training are: Culture and linguistics, stages of language acquisition, BICS & CALP, ESL Methodology, Supporting ELLs in the Mainstream, Using Assessments/Data for differentiation, and the Common Core Standards. The two professional development days provided by CEI-PEA are on November 29 and December 14, 2011. Shortly after the training, labsites will be devoted to the topics listed above to provide the 7.5 hours of ESL training for the entire staff. Anytime the staff meets for professional development, agendas are created and all staff members sign-in to the meeting. These sign-in sheets with materials handed out during the meeting are filed in a binder and kept in the Professional Development room with the Coach.

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	12	20	5	6	2	3								48
Intermediate(I)		29	7	13	11	7								67

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	8	18	4	0	30
5	8	12	7	0	27
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	3		15		11		2		31
5	7		14		9		2		32
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. We use the Fountas and Pinnell Benchmark Assessment System to assess early literacy skills. All teachers are required to formally assess all students three times per school year. In addition to administering and analyzing running records, K-2 students are required to assess their students' knowledge of letters & sounds, rhyming, blending, segmenting, phonograms, and sight words. The data has informed us that most of our ELLs are reading below grade level, in fact, many are at least one full year behind where they are supposed to be. In looking at the overall F&P data, it is clear that our students, specifically our ELLs, require small group targeted reading instruction. Most of our ELLs not only receive in classroom support from a general education teacher, but services from an ESL push-in provider as well. Therefore, we need for the instruction, goals, and expectations for students must be clear and consistent. Last school year, one of Principal McDonald's PPR goals was that at least 75% of all ELLs would make a years worth of growth in reading. With constant monitoring and teacher/administration meetings, the goal was met. We hope to continue the same growth this school year. (see attached growth chart)

2. In analyzing the data, a great majority of our ELLs did better in the Listening and Speaking modalities over the Reading and Writing modalities. Our students performed better on the NYSESLAT this past year, than they did in the previous two years. We had more students score proficient in grade 5 preventing them from becoming Long Term ELLs in Middle School. We also met our AYP for our ELLs this past schools year. (See attached chart)

3. All teachers have all been given their students NYSESLAT scores. It was clear to the classroom teachers as well as the ESL providers that a vast majority did better on the Listening and Speaking sections. Therefore, the focus of our Title III after-school programs will be in the Reading and Writing modalities, while still touching briefly on Listening and Speaking. Each of the classroom teachers, as well as service providers, will use the NYSESLAT data analysis when conferring with their students in all subject areas or planning for small group instruction, so that the various deficiencies/proficiencies could be met independently or in small groupings.

4. In all grades, as stated previously, a majority of our students performed better in Listening and Speaking over Reading and Writing. However a few students did better in Reading and Writing over Listening and Speaking. Some of our students who scored Advanced or Proficient on the NYSESLAT scored a 1 or a 2 on the NYS ELA exam. The State testing data seemed inconsistent this past school year, however the data concludes that our ELLs must be a targeted population, specifically in ELA (Reading) this school year. A majority of our ELLs received levels 1 or 2 on the NYS ELA exam, however we have more students scoring 3s this year than in previous years. They are performing below grade level and lower than a majority of their "general education" peers.

5. N/A

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

growth in reading for our ELLs last year, and our NYS ELA scores and NYSESLAT scores increased, we feel this is important for us to monitor and follow through with this school year. Our focus for extended day is small group guided/focused reading instruction. All of our ELLs who are below grade level grades 1-5 are apart of this program.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

School Name: Alexine A. Fenty School

School DBN: 22K139

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 5 **Network:** 533

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS 139	DBN: 22K139
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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 checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 6
of content area teachers: 0

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: The rationale for this program: On the 2012 administration of the NYS ELA and Math exams 30% fewer ELLs in grades 3, 4 & 5 performed in levels 3 & 4 in math and 13% more performed in level 1 in ELA.

1. Afterschool Program: ELLs in grades 3, 4 & 5 will be targeted on Mondays and Fridays, from 2:30 to 3:30 from February through April. The language of instruction will be English. Students will be grouped according to area of need based on F&P reading level and grade level unitg assessments. The program will utilize the push-in ESL model. Staffing will consist of 3-8 New York State certified teachers, depending on parent response, with 1-2 certified ESL service providers. This program will require a supervisor when there is no additional program running. The program will utilize materials already in the school, such as leveled texts, listening centers, and computers; however, the use of NYSESLAT test preparation books math manipulative, and SmartNotebooks and independent learning activities may serve as resources.

2. In addition there will be a Saturday Academy, for three hours, from 9-12, grades 3-5 on five Saturdays. The language of instruction will be English. ELLs are included in or regular Saturday Academy. We will provide additional support for the ELLs through having a push-in ESL teacher. Staffing will consist of 9 New York State certified teachers (three each for grades 3-5), with at least one push-in certified ESL teacher. the program will utilize materials already in the school, as above.

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: Network ESL content specialist, Randy Soderman, is scheduled to provide a full day of teacher support at PS 139 on a monthly basis. She will cover co teaching in a push-in model, effective ESL methodology and head an inquiry group on ELL performance in math. Teachers to be trained are Danielle Sullivan, Anjelica Molero, Jaclyn Rosenberg, Kristin Morrison, Maria Elena Jiminez, Rosa Yotstich, Svetlana Kovelana. In addition, AUSSIE provides grade level professional development around Common Core aligned curriculum in both math and ELA.

Part D: Parental Engagement Activities

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: Students of parents who are involved in the school or who are learning English themselves will be able to support their children and provide role models for success. Every Saturday, from 9:00am to 1:00pm, an ESL program for adults will be provided by the Office of Adult Learning. A flyer advertising this class was backpacked home school wide. In addition, an announcement was made via School Messenger. An ESL breakfast is held annually, in October, by the Parent Coordinator. The purpose of this is to assure parents that they are welcome in the school and to get feedback from them about what they need from the school to help their children be successful. Method of notification is the same.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL		