



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE REGO PARK SCHOOL

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

PRINCIPAL: MONICA POWERS-MEADE

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SUPERINTENDENT: DR. BEVERLY FFOLKES-BRYANT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

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

** 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.

After conducting our needs assessment, the SLT found that student achievement in Mathematics should be a priority goal. As a result by June 2013, the median adjusted growth percentile in Mathematics as measured by the student progress section of the DOE Progress Report will increase to 66.4% of the peer range.

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.

We only scored 64.4% better than the Peer Schools range on the DOE student progress section. Clearly, this is an indication of needed improvement with peer schools. As indicated on the DOE median adjusted growth percentile, P.S.139 students scored 64.4% in a comparison to Peer Schools with a low range of 50.5% to 83.9% high range. In comparison to city schools, P.S.139 students scored 74.7% range with a low range comparison of city schools from 36.9% to a high city range of 83.9% of the median adjusted growth percentile. Clearly, we are making headway, but we need to continue the momentum in strengthening school improvement.

The results of the New York State 2011/2012 Mathematics Test indicate that 81.3% of our students in grades 3-5 scored levels 3 or 4. This is an increase of 2% from SY 2010/2011. We attribute this gain to strategic instructional measures on the school's part to raise the bar to higher standards. In terms of school's performance, we scored 79.5% better than other city schools as indicated on the DOE Progress Report. This is linked to a low range of 21.8% to a high range of 96.5%. In terms of average student proficiency we scored 3.58 compared to our peer schools with a low peer range of 3.26 to a high peer range of 3.76. We outperformed 64% of our peer range. We are striving for more gains.

In looking at our ESL students in the early childhood grades, we continue to use E-CAM interviews as formative assessments, Every Day Mathematics embedded assessments, student notebooks, journal entries, teacher-student conferences, student work samples from Common Core aligned units of study in mathematics with a careful look at culminating tasks to measure growth. We continue to see weakness trends in mathematical fluency with number facts, computational skills, and multi-step word problems. On a positive side, we are implementing many open-ended investigations that prepare students to exercise more critical thinking skills, partnership work, and the ability to think more deeply about mathematical practices.

Student work samples gleaned from the Common Core Learning Standards units of study indicate that our K-5 mathematicians need to improve on taking mathematical stances that express their reasoning skills. Students need to express viable arguments, claims, and critique the works of peers. Students need more opportunities to apply the skills based on their understanding of that vocabulary. We are focusing our school-wide initiative on strengthening construction of viable arguments with modeling a plethora of mathematical representations in solving open-ended investigations and multi-step word problems. Students are learning to self-monitor their work and actually articulate their next steps on how to improve their learning capacity. By being reflective, students are working toward small gains through amplifying student autonomy.

Through Depth of Knowledge posed questions, students are being prompted to SAY MORE, SAY WHY, and WRITE WHY. Teachers are prompting students with questions like, “How do you know?” This type of open-ended questioning requires students to formulate a stance and defend through healthy discourse. Using Common Core Learning Standards rubrics with fidelity helps to grow mathematical reasoning and enhance student growth. Giving feedback to students through Grow and Glows, post-its, and conference work builds student performance. Timely feedback linked to a rubric accelerates learning for students. Inviting parents to partake in the Common Core Learning Standards discussion, promotes achievement for students to be college and career-ready for the 21st Century. High achievement is framed through strong accountable talk, partnership work, and rigor embedded in content.

We continue to implement twice per week open-ended mathematics investigations that foster higher level thinking skills that are more cognitively demanding. In the classroom, mathematical communities will grow by talking more, and by making public their thinking through the use of partnership work, presentations, and thinking maps.

A comprehensive view of the school’s educational program is informed by qualitative and quantified data regarding student performance trends. The DOE 2011/2012 Progress Report reveals that 42% of ELLs students in grades 3-5 scored in the 75th growth percentile in Math. We received partial credit for this gain but certainly the need is there to excel. Our struggling students in the lowest third city-wide in mathematics scored 32% in the top 75th growth percentile. We received partial credit for making a small gain. We will harness more effective professional development and endeavors that support our young mathematicians. Through careful analysis, it is evident that our SETTS and self-contained students are in need of attention as revealed from the data on the DOE 2011/2012 Progress Report in closing the Achievement Gap. Only 22% of our self-contained, ICT, and SETTS students scored 22% in the 75th growth percentile range. This year through Response to Intervention, we are strategically using flexible programming and movement to least restrictive environments to have equal access to high quality, differentiated instruction that is matched to the needs of students.

Teacher teams during collaborative inquiry periods will continue to strengthen CCLS student math products gleaned from units of study through weekly conversations with colleagues using an established protocol and guidelines. Teacher feedback will be measured through the use of Grow and Glows, post-its, and utilizing student checklists.

Our Japanese Lesson Study groups continue to grow in mathematics as we address the needs of learners and plan multiple entry points for variable learners. Japanese Lesson Study continues to lift teacher practice in preparing cognitively demanding lessons that take into account Conditions of Learning.

School Differentiated Accountability Status from NYSED released in November 2012 indicates that P.S.139 is a school IN GOOD STANDING in ELA, Mathematics, and Science. Our November 2011 Quality Review recommended that we need to improve the consistency of Depth of Knowledge questioning to promote student achievement levels. We continue to address this staff need through planned Lunch and Learns and teacher lab sites facilitated by Teacher Leaders and Network support through Specialists such as Liz Fisher and Steven Gilroy. Teacher Leaders attend Metamorphosis training through founder Lucy West and turnkey key strategies with colleagues. In September and November 2012, Teacher Leaders led professional development on open-ended questions in the mathematics classroom.

In conclusion, based upon a review of our curriculum maps, pacing calendars, scope and sequence, student performance on the school-based and NYS exams, we identified areas of need within our curriculum, instruction, and assessment and the alignment with the Common Core Learning Standards in Mathematics. We continue to push for improvement.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
- Teachers will continue to receive on-going professional development in aligning units of mathematical study to the Common Core Learning Standards through Liz Fisher, CFN 207 Mathematics Achievement Coach. Teachers will be informed on how to link the EDM content with the demands of CCLS. Websites promoting Common Core Learning Standards will be available for teachers to access. Teachers will have an opportunity to solve open-ended investigations in teams and model a plethora of strategies in a public share out. Liz Fisher will train K-2 teachers in using E-CAM interviews to gain more insights on students' knowledge of counting and numeracy. E-CAM will be used as a formative assessment for a representative sample of student abilities within the classroom. Teachers will gain valuable information and will use this information to generate RTI intervention strategies for their students. Liz Fisher will model ECAM to support teachers' efforts.
- Teachers in grades K-5 will work collaboratively in inquiry teams to analyze Performance Tasks embedded in Math Common Core Learning Standards units. Teachers will practice the DOE Instructional Expectations of committing to a viable argument and explaining their reasoning with investigations. Pre and Post benchmarks of these assessments will be used and analyzed. Teachers will adjust their instruction based on outcomes. Evidence will be garnered looking for gains in student communication and the powerful use of mathematical strategies over a period of time. Teachers will track and measure student performance over a period of time.
- Core Inquiry Team Leaders will complete weekly articulation forms for the Principal outlining the collaborative teams' agenda and next steps. In addition, the Principal will receive weekly feedback from Grade Leaders and monitor the work of the teacher teams in terms of accomplishments, challenges, and next steps. The Principal will provide on-going support.
- The Principal will meet on a monthly basis with K-5 Inquiry Core Leaders to move the work of the school. Data will be shared publicly for each grade regarding inquiry work and alignment to the Common Core Learning Standards.
- The Principal and Assistant Principal will continue to deepen the work of Danielson's Framework for Teaching to improve teacher effectiveness by providing teachers 3 formative feedbacks indicating next instructional steps in coherent instruction, stronger questioning and answering approaches, and assessment.
- Math Japanese Lesson Study groups will continue to interpret horizontal and vertical trends in planning lessons that meet the needs of the learners. Conditions of Learning will be emphasized along with scaffolded instruction for our ELL students and students with disabilities. Technology will be incorporated in lessons through Smart Boards, document cameras, and ipads. Teacher teams will meet for debriefing sessions to reflect upon student evidence and how we can improve our instructional strategies.
- AIS after school program will commence twice per week for 45 minute sessions centered on rigorous math instructions for students not making a year's progress on the 2012 New York State Mathematics Test and recommendations of teachers.
- Kappa 3, 4, and 5 students will compete in the online IXL program to advance math achievement. Kappa 5 students will also compete in the Stock Market Game and the Math Olympiad to raise problem solving skills.
- Math Leads teachers and Principal will participate in on-going professional development focused on math fluency, problem solving skills, and concepts through Metamorphosis and founder Lucy West. Monthly professional development with CFN 207 and Math Leads will be on-going.
- Students at-risk in grades 3-5 will participate in small group pull-out program once per week to strengthen math instruction with part-time teachers commencing January 2013.
- At monthly grade conferences, the Principal and teacher teams will analyze Acuity data results in grades 3-5 that reveal class trends and identify students in critical needs with specific skills and concepts. Item analysis will be shared and next instructional steps will be discussed.
- The school will broaden math literacy by increasing the number of teachers and paraprofessionals participating in Cook Shop, a nutrition program through New

York City Food Bank and the USDA. This program supports students to measure, cut, and enjoy non-processed and nutritious foods by following recipe directions. In 2011/2012, 11 K-2 teachers participated in this program. In SY 2012/2013, 13 K-2 teachers will participate.

- Students in grades K-5 will participate in solving cognitively demanding open-ended investigations and show growth in explaining their reasoning strategies and representations. Students will self-assess their thinking work and critique the work of peers. Students will gain expertise in modeling their thinking work using a plethora of tools and strategies. There will be a strong writing component established with this practice. Mathematical discourse will be encouraged.
- Lower grade students will participate in the 100 Days of School activities that promote and celebrate math literacy.
- The school will purchase school supplies for students in temporary housing.
- The Principal and Assistant Principal will lead two parent presentations on the Common Core Learning Standards. Helpful suggestions and strategies will be shared with families through power point slides and question and answer sessions. Parents will be exposed to the rigor of Math word problems as compared to previous years.
- The Principal will facilitate with the Parent Coordinator and classroom teachers a Math Mania morning in February 2013 for families to interact with students on solving Common Core Learning Standards games and activities that showcase the major work of the grade.
 - b) key personnel and other resources used to implement these strategies/activities,
 - The Principal and Assistant Principal will arrange the school schedule to facilitate intervisitations and professional development to accelerate learning. Teacher Leaders will facilitate Lunch and Learns and workshops for teachers. The expertise of Teacher Leaders and the Administration will coordinate, monitor, and evaluate the above strategies.
 - The Principal will allocate funding in the school budget for the AIS after school program and the small group pull-out program.
 - CFN 207 will provide on-going support for professional development of teachers and the Administration.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Teacher teams will align Every Day Mathematics units of study to the demands of the Common Core Learning Standards
 - Teacher teams will customize rubrics and other types of assessments to evaluate the growth of students with open –ended math investigations and CCLS bundles.
 - Teacher teams will customize student tools to advance student learning.
 - Teacher teams will develop their own reflection tools for students such as inventories and Grow and Glows to give students’ maximum feedback that is timely.
 - Teacher teams will access a variety of technology websites that increase student knowledge and promote strong learning outcomes through the NYSED New York Engage website and the DOE Common Core Library.
 - Teacher teams will meet with the Principal once a month and provide feedback about curriculum, instruction, and assessments. The Principal will meet five times during the year with new, probationary teachers in a concerted effort to support their work.
 - d) timeline for implementation.
 - On-going implementation for SY 2012-2013.

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.
P.S.139 is a non-Title I school.
- Schedule a Math Mania morning for parents and families to visit classrooms. This event broadens the depth and engagement of all participants with the major work of each grade aligned to the Common Core Learning Standards.
- Implement Meet the Principal events 5 times per year. Incorporate and discuss the demands of the Math CCLS units of study.
- Facilitate a math workshop on the design and learning expectations of the New York State Mathematics Test for 2013. This will be led by a Teacher Leader with

the support of the Principal.

- Facilitate two Common Core workshops for parents that explain the high expectations of the Common Core Learning Standards and strategies families can employ at home to impact student achievement.
- Implement an Acuity Workshop for parents in grades 3-5 facilitated by P.S.139's Data Specialist, Technology teacher, Parent Coordinator, and the Administration to access student performance data and tap tutorials for students.
- Interim Report Cards will be distributed twice during the school year to maximize parent involvement. In addition, four times per year, the newsletter Parents' Voice will be sent home to families to increase knowledge of school events and academic grade content.
- Global Connect, our automated message center, will remind parents to participate in school events such as Parent Association meetings and workshops. The school also sends out daily email messages to parents along with hard copies of flyers and notices.
- Back Pack photo newsletter facilitated by the Parent Coordinator will be sent out to parents four times during the year to celebrate the robust learning activities taking place in school.
- The Principal will contribute an article on a monthly basis to Superintendent's Bryant's District 28 newsletter distributed at CEC meetings. This newsletter will inform all members of District 28's achievements.

Budget and resources alignment

✓ Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

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

✓ 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:

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).
 - The Principal will utilize Tax Levy Funding streams for professional development of teachers and to establish per-diem coverages using substitute teachers. Tax Levy funding stream was allocated for the AIS after school program and the small group pull out math instruction in grades 3-5 commencing January 2013.
 - Race to the Top funding allocated from CFN Network 207 will be tapped for Math Instructional Lead teachers' per-diem coverages and per session planning sessions. It will also be used for Core Inquiry Team Leaders per-session work to lift student achievement.
 - Cook Shop is a free program for P.S.139 through New York City Food Bank and the USDA.
 - Title I limited funding for non-Title I schools for Students in Temporary housing will be used for students' necessary school supplies.
 - Tax Levy funding stream is used for the online program IXL, Stock Market Game, and Math Olympiad.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

After conducting our needs assessment, the SLT members determined that literacy progress should be a priority goal. By June 2013, the median adjusted growth percentile in ELA as measured by the student progress section of the DOE Progress Report will increase to 54.1% of the peer range.

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.

Looking closely at measured student progress on the Progress Report, our median adjusted growth percentile range was 52.1% with peer schools. The range was from a low of 53.4% to a high of 81.4%. In comparison to city schools gleaned from the DOE Progress Report, we scored 64.6% with a low range of 45.0% with a high range of 80.6%. Clearly improvement in literacy is warranted.

Based on the performance on the 2011/2012 ELA, 66.3% of P.S.139 students scored levels 3 or 4. In terms of the DOE Peer Schools indicated on the DOE Progress Report, there was a low range of 48.5% and a high range of 77.9%. We did better than 60.5 % of the peer range pool of schools in literacy. Clearly, there is a great need of improvement.

Base on the average student proficiency in ELA as measured by student performance on the DOE Progress Report, we scored 65.25 of the peer range with a low of 2.86 and a high range of 3.32. We scored 3.16.

In looking closely at closing the achievement gap indicated on the DOE Progress Report, 57% of students in self-contained, ICT, and SETSS achieved the 75% growth percentile. This is promising news but certainly there is a great need of improvement needed. Only 38% of our ELLs students reached to 75% growth percentile. Only 51% of our bottom third citywide students reached the 75% growth percentile.

In analyzing the lower grades outcomes on Teachers College Assessment Pro platform, the data suggests that we need to accelerate students meeting independent reading levels to reach benchmarks for each marking period. We have a large amount of level 2 students that stall. Continued support with explicit teaching through guided reading groups, strategy small group instruction, interactive writing, and partnership work are necessary to elevate performance. Inquiry work continues to improve achievement when different entry points are emphasized.

Our November 2011 Quality Review revealed that we need to make improvements in critical thinking skills consistently across the grades in order to offer students a cognitively demanding curriculum. Spotlighting Webb's DOK questions will advance deeper level thinking responses. In addition, we will improve our data gathering and analysis to provide a complete picture of student performance. Finally, the school Differentiated Accountability Status Report from NYSED indicated in ELA we are a school IN GOOD STANDING. We are continually improving to harness larger gains in literacy so that all students excel.

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,
- On -going professional development through Lunch and Learns, Grade Conferences, lab sites, and Faculty Meetings on: close reading of complex text, using evidence based claims anchored from the text to support arguments, infusing academic vocabulary across the content areas, emphasis on informational

reading and writing to support arguments and opinions, using thinking maps to lift achievement, using level 3 and 4 DOK questions in read alouds, and using collaborative annotation as a powerful reading tool. These initiatives will be led by ELA Instructional Leads, the Administration, and Achievement Coaches from CFN 207.

- Teacher teams will meet collaboratively to establish Common Core Units of Study in ELA and science. Teacher teams will adjust the curriculum and instruction with pre and post assessments to measure student work with Performance Tasks. Based on student work products, teachers will refine their instruction to provide multiple entry points for all learners. Teacher teams will meet weekly to analyze student work products and artifacts and make noticings of performance trends using established team protocols.
- P.S.139 will continue to use the services of two Teachers College Staff Developers (21 days) to model effective strategies through mini-lessons, lab sites, study group work, and conferencing work with students to lift the level of comprehension. The Staff Developers will address the demands of the Common Core Learning Standards through TC units of study and curriculum maps. Careful attention will be focused on the needs of our struggling students. Cycles of professional development will be harnessed around the expertise and areas of professional need for teachers using a strategic and differentiated approach. Professional development will focus on guided reading, establishing a rigorous chart environment, establishing grand conversations to scaffold to argument writing pieces, close reading of complex informational texts, collaborative annotation across genres, immersion strategies building academic vocabulary, etc. Staff Developers will also support the work of the performance tasks embedded in CCLS units of study.
- Each teacher will have an opportunity to attend Teachers College Calendar Days which extends and deepens the practices of teachers. Teachers attending off-site professional development complete an articulation form sharing out big take aways with the Principal. The teachers also turnkey that information with their teams so that all profit from the additional professional development.
- Teachers will continue to use Smart Boards, document cameras, and ipads with literacy lessons. The recently acquired \$85,000 RESO A allocation will support the role of technology within the building and help transform lessons for students.
- Literacy instructional practice will be improved through P.S.139's ELA Japanese Lesson Study work facilitated by a Teacher Leader Erin Hookim and supported by CFN 207 Achievement Coach, Emily Noto. The lesson study work will support the Common Core Learning Standards in literacy and science. Informational reading and writing involving citations will be encouraged in students as they make sense of informational passages with increased text complexity. Higher level thinking questions will be framed in all lessons.
- Sustained implementation of Reading Buddies linking early childhood students with upper grade students to build literacy and partnership work will be encouraged.
- To increase professional development of teachers through horizontal and vertical intervisitations of classrooms to build upon reflective practices and coherent instruction. These intervisitations will be tailored to the professional needs of teachers based on feedback from the Danielson's Framework and formal observations by the Administration.
- Classroom teachers and ESL teachers engaged in the co-teaching model will receive on-going professional development with CFN ESL Achievement Coach Giuvela Leisengang. Ms. Leisengang will model strategies for effective nonfiction read alouds and offer a debriefing period for teachers to collaborate and reflect upon their instructional partnership. Language and content will be emphasized.
- Grade 2 teachers and ESL teachers received professional development in using Imagine Learning an effective online software program to strengthen literacy gains with ELLs.
- On-going professional development of teachers in using Foundations, Just Words, Great Leaps, and Wilson Reading System to serve as interventions for classroom teachers in using Response to Intervention in literacy.
- The Principal will freshen classroom libraries in Grades K-5 twice during the academic year in order to grow exemplary informational and literary texts.
- Teachers in grades K-5 will implement the use of established Teachers College Continuums in information writing, opinion writing, and narrative writing. Students will employ checklists with their writing pieces to build awareness of student monitoring of learning.
- The Principal at monthly grade conferences will share out bar graph representations of independent reading levels of students for grades 1-5 using the TC Assessment Pro platform. Emphasis will be placed on moving all students to appropriate reading benchmarks. Brainstorming research-based strategies to increase student achievement will be shared.
- Acuity results from the baseline and benchmarks in ELA will be shared at grade conferences by the Principal. Identification of strugglers through careful interpretation of item analysis will be established.

- Acuity Workshop facilitated by the Parent Coordinator, Data Specialist, Technology teacher, and Administration will be employed to inform families about student performance and ways to access tutorials. ARIS Parent Link will be explored by parents.
- The Principal will implement the AIS after school program twice per week for 50 minutes centered on literacy instruction for students not making a year's progress on the 2012 New York State ELA and teacher recommendation.
- The Principal will implement small group pull out instruction for strugglers in literacy with part-time teachers.
- The Scholastic Book Fair will deepen the literacy connection in December 2012.
- Students will participate in daily sustained reading practices to strengthen volume and reading stamina. Each classroom teacher will publicly display the chart of Growing a Garden of Readers indicating the number of minutes students read each day.
- Book It! Reading incentive program will be established for all grades.
- The Core Inquiry Team will assist their teams through strong collaborations to accelerate student learning. Data resources include but are not limited to item analysis of the ELA, TC Assessment Pro, ARIS, running records, student internal thinking revealed on post-its, reading notebooks, and reading logs. The Principal will meet on a monthly basis with the Core Inquiry team Leaders to harness achievement and promote instructional coherence and resources for the school.
- Weekly grade conferences will focus on student artifacts and its implications for learning: post-its, logs, writing notebooks, and on-demands.
- Community Reads will be used to address themes and lessons for students. Language imagery and illustrations that teach a powerful BIG IDEA will be promoted through quality literature. Students will be encouraged to write responses to the exemplary text, and the writing pieces will be displayed on the hallway bulletin board.
- The Principal secured a CASA grant through the Hall of Science funded by the Department of Cultural Affairs and the City Council to lift critical thinking skills for students in grades 1-5. Science investigations explored will spark the curiosity of students in the areas of chemistry and physics. All will adapt a strong literacy component through rich academic vocabulary, data collection, and drawing conclusions.
 - b) key personnel and other resources used to implement these strategies/activities,
 - The expertise of the Principal and Assistant Principal will supervise, coordinate monitor, and evaluate the above instructional strategies. Teacher Leaders, Teacher Teams, Staff Developers, and CFN 207 Achievement Coaches will also contribute their talents and expertise.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Teacher teams will also monitor and evaluate activities and strategies mentioned above during monthly grade conferences with the Administration. Teacher Teams will provide valuable feedback at Grade Conferences for the Administration to grow upon.
 - Grade Leaders will complete weekly articulation forms to give feedback to the Principal on initiatives and student progress. Core Inquiry Team Leaders will also complete weekly articulation forms to the Principal to inform the Administration of gains and challenges with inquiry work.
 - Participants in Lesson Study work will complete a reflection piece on ways to make lesson study more rigorous and meaningful for carryover into the instructional classroom.
 - Teachers are given an opportunity to provide valuable feedback to the Administration on improving curriculum and adjusting instruction. Suggestions from the staff provide valuable feedback to the Principal and Assistant Principal.
 - In April 2013, teachers are invited to complete a survey on their accomplishments and support needed from the Administration. That soft data is used to plan future professional development for the coming year.
 - d) timeline for implementation.
 - There will be on-going implementation of literacy instructional strategies and activities for SY 2012-2013.

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.
- Parents will be invited to participate in school read alouds events at least twice per year in their child's classroom. This initiative will improve construction of meaning and fluency. Teachers will be encouraged to invite parents to facilitate read alouds on a weekly basis.
 - Parents will be invited to participate in writing celebrations after the completion of each writing unit.
 - Parents and guardians will participate in the CASA grant Family Day scheduled for June 2013 at the Hall of Science. This event will strengthen the literacy and science link.
 - In October 2012, Kindergarten parents will be invited to attend The Emerging Writers Workshop for early childhood students. Parents will learn strategies and tips to encourage a print rich environment at home.
 - Parents will be invited to attend two Common Core Learning Standards presentations by the Principal and Assistant Principal using power point slides and facilitating a question and answer period. Parent will come away with deeper knowledge of how to prepare students to be college and career ready.
 - Literacy partnership will be promoted through the Parent Book Club partnership with P.S.144.
 - Parents in grades 3-5 will gain new insights in the design and demands of the 2013 New York State ELA workshop led by Teacher Leaders.
 - Parents in grades 2-5 will participate in a Science Fair workshop in January 2013 facilitated by Teacher Leader Erin Hookim. The presentation will focus on the premise of the Science Fair and how it encourages curiosity and data collection in our students in understanding and proving a hypothesis through student research.
 - Parents and grandparents will participate in an introduction to learning English class once per week as an opportunity to enhance language proficiency after school. This will be taught by a certified ESL teacher through Title III.
 - In Spring 2013, early childhood parents will be invited to participate in a workshop by Teachers College Staff Developer, Ms. Ellen Ellis, a noted graduate school instructor, on strengthening the literacy connection at home.
 - Literacy skills will be increased through the school's participation in Cook Shop, a nutrition based program that advocates for families to eat non-processed foods such as fruits and vegetables. Teachers will facilitate powerful lessons for students on healthy eating habits and tap a plethora of instructional big books and instructional workbooks. Parents are invited into the classrooms during Explorer and Chef lessons to assist the teacher and students.

Budget and resources alignment

- ✓ Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

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

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:

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).
- Race to the Top funding through CFN 207 will be used to provide per diem coverage and per session coverage for Instructional Leads and Core Inquiry Team Leaders.
 - The Principal will tap Tax Levy funding stream for per diem coverage of teachers for professional development with Teacher College Staff Developers and for extension of work through Teachers College Calendar Days.

- Title III funding will be tapped for parent and grandparent ESL after school learning English program. A certified ESL teacher will lead these sessions.
- RESO A grant will be used to enhance literacy instruction through technology such as Smart Boards and laptops.
- Tax Levy funding will be used to freshen all classroom libraries twice per year.
- CASA grant with a partnership with the Hall of Science is possible through City Council funding in advancing science literacy connection.
- Cook Shop with the New York City Food Bank is a free program through the USDA.
- Tax Levy funding will be used for Lesson Study per diem coverages and Race to the Top funding through CFN 207 will also supplement this professional development for Instructional Leads with per diem coverages and per-session.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
After conducting our needs assessment, the SLT members determined that safety and respect should be a priority goal for SY 2012/2013. We will create a more respectful and safe environment for all students and staff as measured by the DOE School Survey of 7.8 matrix in SY 2011/2012 to 8.0 matrix in SY 2012/2013.

Comprehensive needs assessment

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

This was based on careful analysis of the DOE School Survey for 2011/2012. In comparison to Peer Schools, P.S.139 scored 7.8 matrix as opposed to a Peer Range from 7.8-9.4. We scored 0.0% gain in the peer range. In comparison to city schools, P.S.139 scored a matrix of 7.8 as opposed to a City Range of 6.9 -9.5. Clearly, P.S.139 scored better than 34.6% of the city range schools. There is critical need based on this data to improve and strengthen initiatives to promote respect and safety for all stakeholders.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
- Distribution on a regular basis of commendation cards to reward positive classroom behavior. Teachers and staff will distribute them to students. Classes with 25 commendation cards or more will be rewarded with an ice cream party.
- Students will be given an opportunity to write self-reflective statements about an infraction. All Administrative action will be indicated for parents and staff to review.
- The PBIS Committee will meet on a monthly basis to move forward with implementing this program school-wide. The Committee will establish a school-wide matrix and incentive program to encourage and shape student conduct. A common language will be implemented by the staff and will include a distinction between major and minor student infractions to be addressed.
- The Administration and teachers will work closely together to align art residencies with the demands of the Common Core Learning Standards. Grades K-4 are participating in an art residency through Marquis Studios and grade 5 students are participating in Dancing Classrooms through American Ballroom Theatre. Kindergarten students will be participating in African Drumming. Grade 1 students will be engaged in Circus Arts. Grade 2 students are involved in Bhangra Dancing. Grade 3 students are learning about collage work emulating the works of Picasso and Matisse. Grade 4 students are engaged in African Dance.
- The Principal will secure a CASA grant in partnership with the Hall of Science to advance the integration of science and literacy spotlighted through chemistry and physics themes facilitated with the Central Y After School Program. This grant will advance academic vocabulary and critical thinking skills for our students and it will be led by instructors from the Hall of Science. This grant will culminate in a Family Day activity.
- The Principal and office staff will work closely and develop a strong collaboration with the Parents' Association after school Enrichment Program for students in grades K-5. We will coordinate schedules for such classes as; yoga, ballet, chess, drama, guitar, Broadway theatre dancing, and robotics.
- The Administration will collaborate with the Central Queens Y after school program for grades K-5 in providing a plethora of enrichment activities for the students participating in the program.
- The Principal and Parent Coordinator will collaborate by planning with the Sports and Arts Academy summer program anchored at P.S.139. This program is funded through the generosity of the City Council.
- The Principal will arrange the school schedule to allot for the Student of the Month assembly program to recognize student conduct and achievement. This initiative will also build parent outreach. Student of the Month photographs will be displayed in the main hallway. Parent volunteers will spearhead this effort.

- Leadership opportunities will be made available for fourth and fifth grade students to serve as lunch time monitors with the early childhood grades.
- The Principal will share with teachers and staff members in the weekly News and Notes the school's vision, recognize teacher and staff accomplishments, and highlight Administrative items regarding safety.
- The students in grades K-5 will have an opportunity to be engaged in productive and structured organized games in our Out2play playground established for the school community. Funding was made possible through the City Council.
- The Principal will establish quarterly meetings with the Building Response Team to review drills, safety protocol, and participate in tabletop exercises with the General Response Protocol.
- The Principal will interface with the 112th Community Affairs Sgt. on a needs basis.
- The Principal will adhere closely to the city and state compliance for bus drills and fire drills.
- The Principal will regularly implement DOE General Response Protocol drills for lock downs and shelter-ins for the school. The School Building Response Team will evaluate and monitor such drills.
- The Assistant Principal and Principal will attend all Queens North Safety Meetings to keep the school informed regarding safety protocol.
- Monthly Safety Committee meetings will be facilitated along with Meet the Principal events, Executive Board Quarterly meetings, SLT meetings, and UFT Policy meetings.
- The Guidance Counselor will establish a main lobby bulletin board with writing pieces of students about bullying and ways to speak up to curtail bullying.
- The Guidance Counselor on a needs basis will push into classroom to facilitate an anti-bullying lesson.
- The Guidance Counselor will participate in DOE sponsored CAPP training on child abuse prior to a CAPP performance for grade 3 students.
- Grades 1-5 will participate in an anti-bullying performance coordinated by a cultural organization and coordinated by the Guidance Counselor.
- School Aides will establish a library book cart which will be available to students at lunch time. This will diminish conduct infractions and promote the power of reading.
- The Guidance Counselor will be the staff point person for resolving peer mediation conflicts.
- The Guidance Counselor will facilitate on an on-going basis a lunch time social group for upper grade students to shape positive behavior.
- The cluster library teacher will spearhead a Career Day event for grades 4 and 5 to encourage college and career-readiness.
- The Administration will meet on an on-going basis with the school Department of Health nurse to facilitate dialogue on the needs of students with medical concerns.
- The Principal and Assistant Principal will ensure that designated classroom teachers, cluster teachers, paraprofessionals, and school aides are trained in the use of the epi-pen.
- The Principal and Assistant Principal will be trained in the administration of the Glucagon pen for a diabetic student by the school nurse.
- Provide opportunities three times during the academic year for the Code Blue Team to practice CPR/AED techniques and procedures.
- The Administration will publicize the SAVE Room protocol to all teachers and staff members and the memo shall be included in the September 2012 conference packet.
- The Administration will monitor the school tone with daily Learning Walks and observations.
- To generate and distribute to parents four times during the year a Back Pack photo newsletter facilitated by the Parent Coordinator.
- To celebrate the Chinese New Year with a school parade to strengthen respect for diversity.
- Social Bug initiative will be supported by the Principal in collaboration with P.S.177 inclusion staff to promote an inclusive environment for all students.
- Sustain and nurture the Glee Club members in grades 3-5 through school-wide performances during the holidays and the International Festival.
- FDNY will be invited to P.S.139 to facilitate safety presentations in each classroom and establish the smoky house simulation in front of the building. This simulation will be carefully monitored by FDNY and staff members.
- Student Council members will coordinate the Hurricane Harvest Campaign to assist disadvantaged families with the guidance of the Assistant Principal. Student Council members will also lead Jumpathon and Jogathon activities.
- In response to Hurricane Sandy, the school community will participate in a fundraiser sanctioned by Chancellor Walcott entitled, Cupcakes for New York. All proceeds will go directly to the Mayor's Charity Fund.

- In response to the tragedy in Connecticut, the school community will participate in the Snow Flakes for Sandy Hook endeavor facilitated by a Teacher Leader.
- Parents will be advised of necessary supplies needed for the upcoming year in June 2013. Supplies will be brought into the school in a progressive and staggered manner to avoid students carrying excessive supplies on the first day of school. Increased communication on procedures and protocol for inclement weather plans will be distributed via email and through the Global Connect Message Center.
- Weekly attendance class recognition will be announced through the public address system to strengthen school tone and achievement.
 - b) key personnel and other resources used to implement these strategies/activities,
 - The expertise of the Principal and Assistant Principal will monitor and evaluate the above mentioned activities and programs with input from the parent body, teachers, students, custodian, SLT, and UFT Chapter Chairperson. Daily Learning Walks and conversations will be used as qualitative evidence to measure growth.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Teacher teams will assist in monitoring and revising strategies listed above through the Administration's open door policy, at grade conferences with the Principal, SLT consultations, Safety Committee, Parents' Executive Board meetings, BRT, PBIS Committee, and UFT policy meetings. Cabinet members and Parent Leaders will also provide on-going input and feedback. Teacher teams will select art residencies that align with the rigor of the Common Core Learning Standards
 - d) timeline for implementation.

Implementation of this goal will be on-going throughout SY 2012/2013.

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.

(P.S.139 is a Non-Title I school.)

Establish 5 times during the year Meet the Principal events for parents to engage in productive dialogue with the Administration on promoting a better school tone. Deepen P.S.139's use of the Global Connect Message Center and parent e-mail distribution list.

- Parents will be invited to attend culminating art residencies to celebrate the importance of arts education.
- Parent volunteers will assist in decorating the school for art performances and the holidays.
- Parents and families will be invited to enjoy the Glee Club Holiday Concert and annual International Festival.
- Families and the staff will participate in the first Annual Halloween Carnival as a fundraiser for the art residencies at P.S.139. This dynamic collaboration will promote stronger school tone and spotlight the importance of the arts in shaping confidence, the power of team work, and curiosity in our students.
- Parents will be invited to attend the February Town Hall meeting facilitated by the Safety Committee.

Budget and resources alignment

- ✓ Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

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

- ✓ 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: Funding for some art residencies through parents self-sustaining 51 funds.

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).
 - Grades K-4 are participating in art residencies through Marquis Studios. The funding streams tapped are Tax Levy and parents self-sustaining 51 funds.
 - An anti-bullying performance will be facilitated through tax levy funding.
 - Student Council members through the direction of the Assistant Principal assist in many school events that advance awareness and service to others.
 - PBIS software and student incentives will be tapped with Tax Levy funding.
 - Lunch time book carts will be funded through Tax Levy funding.
 - Purchase of emergency preparedness supplies such as walkie talkies, batteries, bull horns, and blankets will be purchased through tax levy funding.
 - City Council funding will be used for the Hall of Science partnership and ballroom dancing residency for Grade 5.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

After conducting our needs assessment, the SLT members determined that a climate of school wellness should be a priority goal for SY 2012/2013. We will create a more robust school wellness environment for all students, parents, and staff as measured by a 5% positive gain on the DOE Office of School Wellness pilot observation score card. It will be completed by P.S.139's School Wellness Council with a baseline to post-assessment in the areas of fitness, physical activity, health education, school environment, staff wellness, and community involvement.

Comprehensive needs assessment

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

Based upon the SLT review of school anecdotal and qualitative evidence, we saw a need to strengthen a healthy culture for our students, parents, and staff members. National research coupled with DOE statistics indicate that childhood obesity is strongly linked to poor academic performance. We see a need to make wellness an integral part of the school culture.

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,
- P.S.139 is pleased to be a recipient of a DOE School Council Wellness Grant. With this award from the Office of School Wellness, the established School Wellness Council is putting forth a series of family intergenerational activities that capture *P.S.139 On the Move*. The Council will plan a series of school events for the evening to strengthen school wellness through zumba, basketball, volleyball, and line dancing.
- P.S.139 school community will participate in the Cook Shop initiative facilitated through Food Bank of New York and the USDA. This nutrition program introduces students to healthy choices for meals that are plant-based and non-processed. Students will be reintroduced to fresh vegetables and delectable fruits to promote strong healthy habits.
- P.S.139 students will eagerly participate in a salad bar set up in the dining area of the cafeteria as an attractive food choice.
- The fifth grade intramural basketball team will be launched and coached by the physical education teacher. Students will participate in drills, scrimmages, and a Staff vs. Students culminating game in June 2013. This event will raise school spirit.
- 18 teachers will participate in 3 hours of professional development through The Office of School Wellness and implement the Move to Improve structured fitness program. The Move to Improve Program will help address the DOE physical education requirement.
- Grade 2 students will participate in Bhangra Dancing performing arts residency for 10 sessions through Marquis Studios
- Grade 4 students will participate in African Dancing performing arts residency for 10 sessions through Marquis Studios.
- Grade 5 students will participate in Dancing Classrooms performing arts residency through American Ballroom Theatre for 19 sessions capped by a culminating performance for families.
- Students in grades K-5 will participate in *Fruitalicious Fridays* initiative. This activity serves as a healthy alternative to processed snacks.
- Parents will participate in Cornell University Cooperative Extension Program to learn about the various food groups and preparation of healthy meals.
- Parents will participate in a series of workshops facilitated by the Parent Coordinator entitled, "What's on Your Plate?" Healthy recipes will be shared along with school news. Parents will gain food knowledge by reviewing labels and nutrition content.
- Teachers will implement the HIV/AIDS curriculum and the mandated health curriculum for grades K-5.
- The Administration in collaboration with the physical education teacher will implement an HIV/AIDS curriculum orientation for parents. It will serve as a forum for parents to become familiar with the lessons and answer any questions regarding the curriculum.
- Students and families will complete in May 2013 Jump-a-thon and Jog-a-thon initiative to raise awareness of physical fitness.
- Students will be engaged and take full advantage of structured games and activities using the new playground through the vendor Out2Play.

- Kappa 5 students will participate in St. John’s University Field Day activities in January 2013. Students along with teachers will be engaged in pre-game fitness activities prior to the women’s basketball game led by St. John’s University staff.
- Department of Health nurse will use the results of the students Fitnessgram to identify students that are obese and offer counseling and nutrition advice to individual students.
 - b) key personnel and other resources used to implement these strategies/activities,
The Principal, Assistant Principal, Parent Coordinator, Marquis Studios, American Ballroom Theatre, physical education teacher, and other cultural organizations will contribute their talents. The School Wellness Council made up of parents, teachers, and the Parent Coordinator will implement fitness strategies through school-wide family events
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.
Teachers will contribute their ideas and talents to the School Wellness Council and serve as catalyst and models for wellness within the school building. Evaluation of programs will be based on the School Wellness Score Card generated through the Office of Wellness. The DOE School Survey will give teachers and parents an opportunity to give the school feedback on school tone and safety.
 - d) timeline for implementation.
The implementation of this goal will be on-going in SY 2012/2013.

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.

Budget and resources alignment

- ✓ Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP)
 Non-Title I

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

- ✓ 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: Parents self-sustaining funds 51 used for some art residencies.

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).

✓
The school recently was awarded a grant from the DOE Department of School Wellness. This funding will be utilized for physical fitness intergenerational events such as zumba, basketball, and volleyball, etc. Performance arts residencies such as Bhangra and African dance will be funded with parent self-sustaining funds. Ballroom dancing will be funded through a City Council grant. Cook Shop is facilitated by classroom teachers and is funded through the USDA. *What’s on Your Plate* endeavor facilitated by the Parent Coordinator purchases supplies and vegetables and fruits through tax levy funding. St. John’s Field Day will be funded through parents.

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	<p>Students not meeting the CCLS receive support through the Teachers College Workshop Model in reading and writing. Interactive writing, guided reading, shared reading, and Readers’ Theatre are employed to lift achievement.</p> <p>Teacher modeling and demonstration through think alouds, stop and jots, read alouds, annotation, thinking map tools, accountable talk, and close reading of text are employed by teachers with fidelity. In addition, interventions such as Words Their Way, Leap Frog, Foundations, Great Leaps, Wilson Reading systems, Just Words,</p>	<p>Using the Teachers College Workshop Model, at -risk students receive support through small group strategy lessons, one to one conferences with the teacher, and partnership work to build literacy skills. Tier 1 classroom teachers are continuously assessing students and provide remediation and enrichment based upon data and evidence.</p> <p>Pull- out small group instruction is also employed for students at risk in grades 3-5 to assist students in acquiring skills and strategies to become independent readers.</p> <p>Small group instruction is also applied during our Extended Day Program for students in grades 1-5 at risk.</p>	<p>The Teachers College Workshop Model is used during the school day for two periods of reading and writing. Interventions are delivered in small groups and one-to-one conferencing to maximize learning outcomes.</p> <p>Pull-out small group instruction for those students in grades 3-5 at risk occurs during the school day twice per week.</p> <p>Small group and one-to-one instruction takes places during the Extended Day Program before the school day starts Monday-Wednesday on a weekly basis for 37.5 minutes</p>

	<p>online Imagine Learning and Reading Eggs, are being employed to support literacy growth.</p> <p>A.I.S. Program for grades 3-5 targets students in need of additional assistance to meet the CCLS in reading and writing.</p>	<p>A.I.S. Program for grades 3-5 is structured for 50 minutes of instruction twice per week using whole group and small group instruction and one-to-one conference work.</p>	<p>of instruction.</p> <p>A.I.S. Program services students after school.</p>
Mathematics	<p>Students at-risk receive tier one services from the classroom teacher using the mathematical workshop model. This incorporates the use of demonstration, modeling, guided practice, and independent work for the application of mathematical thinking. Teachers utilize think alouds, coaching into student partnerships, Every Day Mathematics educational games, accountable talk, math journals, strategy minilessons to provide remediation and lean into different entry points for</p>	<p>This method of delivery will take place in small group instruction and one-to-one instruction.</p> <p>Small group instruction and one-to-one support is also delivered in the Extended Day Program for at-risk learners.</p> <p>Pull-out small group instruction model for students at-risk is utilized twice per week for 50 minutes of instruction. This model assists students with acquiring strategies and skills needed to be successful</p>	<p>The Mathematical Workshop Model is delivered during the school day for a minimum of one period per day five times per week.</p> <p>Extended Day Program is implemented before the school day starts Monday-Wednesday on a weekly basis for 37.5 minutes per session.</p> <p>Pull-out small group instruction model is delivered during the school day.</p>

	<p>student-at-risk.</p> <p>A.I.S. Program for grades 3-5 targets students who need additional support in meeting the CCLS in mathematics.</p>	<p>and independent learners. Articulation with upper grade teachers ensures coherent instruction.</p> <p>The A.I.S Program is structured for students in grades 3-5 for 50 minutes of mathematical instruction twice per week using whole group, small group, and one-on-one support to lift student achievement.</p>	<p>The A.I.S. Program services students after school.</p>
<p>Science</p>	<p>Science support is provided through hands-on experiment based curriculum and data collection that focuses on academic vocabulary, scientific skills, and knowledge that can be applied toward the curriculum and state assessment in Science during the school day. In addition, a strong emphasis for students at-risk will involve close reading of complex science informational texts.</p> <p>Teacher modeling and demonstration will support struggling students by emphasizing the use of think alouds, attention to</p>	<p>The method of delivery will take place in small group work embedded in mini strategy lessons and one-to-one conference work with the teacher.</p>	<p>Science support will take place during the school day with 3-5 times per week in 50 minute sessions.</p>

	<p>data collection, partnership work, accountable talk, and drawing conclusions using science journals as a formative assessment. Strategic use of thinking maps will scaffold needed support for students.</p> <p>A.I.S. Science Program targets Grade 4 students in need of intervention and additional support.</p>	<p>The A.I.S. Science Program is structured for students in grade 4 twice per week for 90 minute sessions from March-April.</p>	<p>The A.I.S. Science Program services grade 4 students after school.</p>
Social Studies	<p>Support in Social Studies is provided through content area literacy through read alouds, shared reading, video alouds, minilectures, social studies centers, data collections such as notetaking, interviews, surveys, whole class and partnership discussions, debates, interactive writing, and opinion and information writing. Students learn strategies for success in informational text reading and writing and apply these strategies to argument writing citing evidence from the text to support claims and stances.</p>	<p>The method of delivery will be in whole groups, small group work and one-to-one conferencing with the teacher.</p>	<p>This support for at-risk students will take place during the school day three- five times per week.</p>

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>The Guidance Counselor will provide at-risk counseling for students to address social and academic skills.</p> <p>As per RTI meetings and teacher recommendations, students are identified at – risk and receive crisis-intervention counseling from the Social Worker.</p> <p>The School Psychologist will provide at-risk support to students to address social and academic skills.</p>	<p>This at-risk support will take place in small group sessions or one-to-one support with the Guidance Counselor.</p> <p>This at-risk support will take place in small group settings or one-to-one support.</p> <p>This at-risk support will take place in a one-to-one setting.</p>	<p>This delivery of services will take place during the school day.</p> <p>This delivery of service will take place during the school day.</p> <p>This delivery of service will take place during the school day.</p>
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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.

- We are a school on a quest for excellence. We have a wealth of highly qualified teachers wishing to teach at P.S.139. We also serve as a student-teaching site for St. John's University and for undergraduate observers from St. John's University and Touro College. As a result, we see ourselves as a thoughtful community on a continual journey for school improvement. We serve as a promising showcase for aspiring, young teachers.
- For the school year 2011/2012, we were at 100% compliance for highly qualified staff. For school 2012/2013, we are at 100% compliance for highly qualified staff. This will be verified through the BEDS Survey.
- Teacher Leaders are identified based on their expertise, skill set, and passions. They are offered rigorous and robust professional development through CFN 207 and Teachers College. Distinguished teachers lead professional development workshops for the staff and attend advanced Lead Teacher meetings through the Network and through study groups established at Teachers College.
- New teachers are assigned in-house mentors, meet with the Principal five times during the school year, and participate in new teacher Cluster 2 and Teachers College workshops. Teachers College Staff Developers and the Administration work closely with new teachers to differentiate professional development.
- All teachers are provided a menu of choices for Teachers College literacy study groups and lab sites. Finally, intervisitations to exemplary classrooms are routinely implemented to build capacity and strengthen teacher practice.
- As a staff we have embraced Japanese Lesson Study. This is one of the highest forms of inquiry and collaboration that fosters expertise in content and pedagogy. Japanese Lesson Study is robust professional development led by Teacher Leaders over a sustained period of time.
- We have served as a host for several schools within District 28 and CFN 207 to promote and showcase exemplary instructional practices. Visiting school teams have participated in walkthroughs, engaged in conversation with P.S.139's teachers, reviewed student work products, and bulletin boards as snapshots into the robust and rigorous learning activities expected of our students. Serving as hosts for school visits raises the morale of teachers and staff, lifts school pride, and increases student achievement.

**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, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

**Public School 139
93-06 63rd Drive
Rego Park, New York 11374
(718) 459-1044
Fax 718-997-8639**

**Monica Powers-Meade
Stephanie Lazarus
Principal**

Assistant Principal

P.S. 139 School-Parent Compact

The Rego Park School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the No Child Left Behind (NCLB) Act, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the Common Core Standards. This school-parent compact is in effect during school year 2012/2013.

Required School-Parent Compact Provisions **School Responsibilities**

The Rego Park School will:

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

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

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

stakeholders will work closely together to impact student learning in a supportive learning environment.

⇒ hold parent-teacher conferences twice during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: Wednesday, November 14, 2012 and Tuesday, March 12, 2013.

Parents with students in grades 1-5 will receive three report cards per year indicating the progress of their child in November, March and June. Kindergarten parents will receive a narrative report of their child's work in November 2012 followed by two DOE Report Cards in January and June. In addition, parents of students in 1-5 will receive TC Parent Link letters three times during the year indicating strategies parents can use at home to enhance achievement. Parents of students in grades 3-5 will receive access to student performance data in Acuity for benchmark assessments in the winter of 2013 and state achievement results in ARIS Parent Link. A workshop regarding navigating ARIS Parent Link will be scheduled for February 2013. Parents in grades K-5 will receive twice per year a customized Interim Report Card to strengthen the home school connection.

- *The school will provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading*
- *Provide each parent notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e as per NCLB.)*
- *Provide information to parents in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand*
- *Notify parents regarding student movement from Tier 1, Tier 2, and Tier 3 instruction with the RTI model.*

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

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

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

Parents will be invited to attend writing celebrations in the classroom at the conclusion of a writing unit of study. Parents will be invited to participate in art residency culminating activities. Parents will be invited to attend Student of the Month assembly programs or to assist teachers with arts and crafts activities on a need basis. Parents will be invited to attend the American Open School Week scheduled for November 2012. At the launch of the school year, parents will participate in Curriculum Conferences with the classroom teacher to review responsibilities and expectations for a successful school year.

Parent Responsibilities

TITLE I – PARENT COMPACT

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

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

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 Charles A. Amundsen	District 28	Borough Queens	School Number 139
School Name The Rego Park School			

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

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

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

D. School Demographics

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

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	1	1	1	0	0									3
Total	1	1	1	0	0	0	0	0	0	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	142	Newcomers (ELLs receiving service 0-3 years)	128	Special Education	24
SIFE	3	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	126	3	22	16	0	2	0	0	0	142
Total	126	3	22	16	0	2	0	0	0	142

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
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 L	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	15	11	15	8	7	2	0	0	0	0	0	0	0	58
Chinese	5	2	3	1	3	0	0	0	0	0	0	0	0	14
Russian	14	5	3	1	4	7	0	0	0	0	0	0	0	34
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Arabic	0	1	0	2	0	1	0	0	0	0	0	0	0	4
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Other	6	2	5	5	7	3	0	0	0	0	0	0	0	28
TOTAL	43	21	27	17	21	13	0	142						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

7. To meet the diverse needs of our ELL-SWDs within the least restrictive environment, we will use curricular, instructional, and scheduling flexibility by incorporating multisensory approach to learning to read, open response questions in math, use of manipulatives and tools, partnerships, flexible grouping with General Ed. ELLs, partnerships, and other approaches to provide a positive environment to accelerate learning.

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

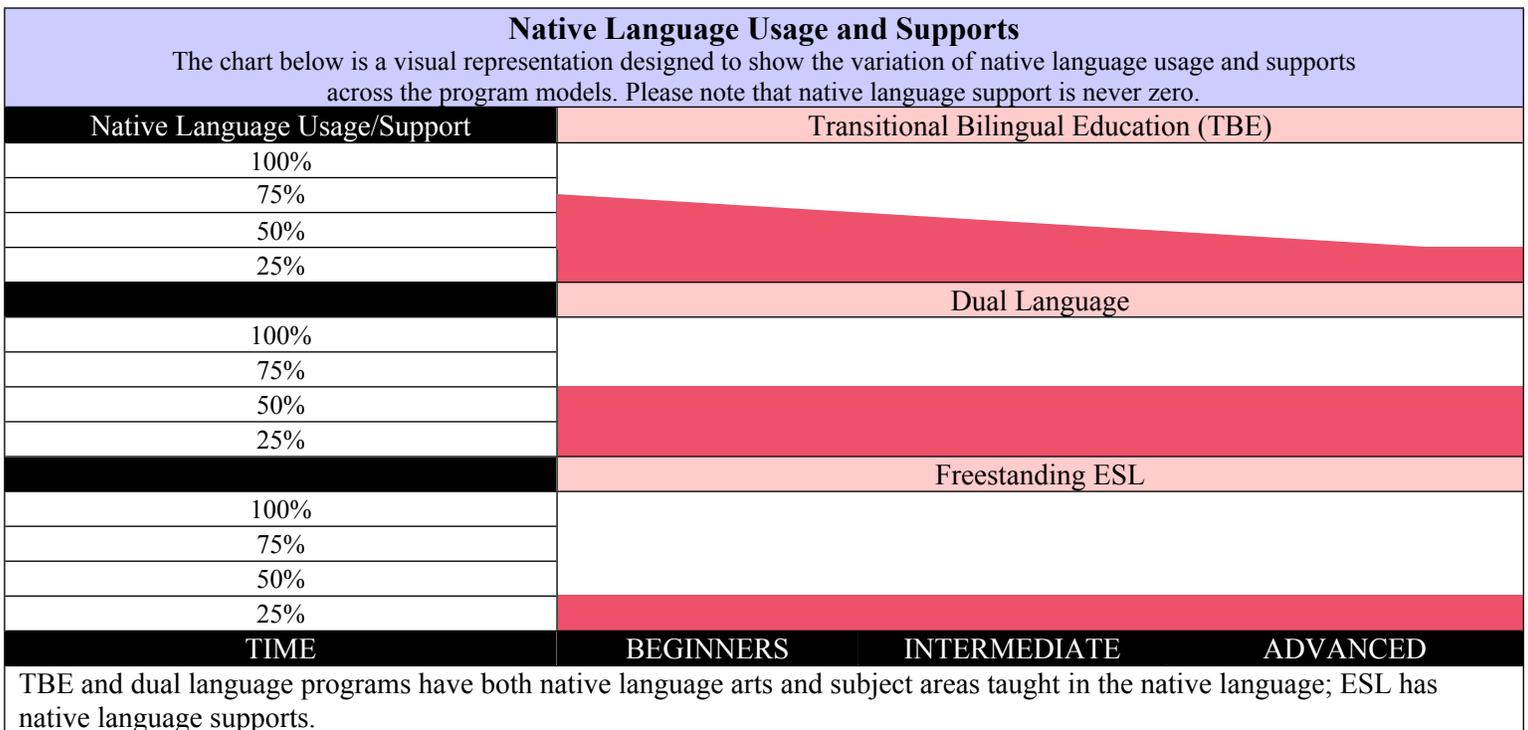
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	N/A			
Social Studies:	N/A			
Math:	N/A			
Science:	N/A			

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



B. Programming and Scheduling Information--Continued

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

8. Our school has a variety of targeted intervention programs for ELLs in ELA, Math, Science, and Social Studies. 30 to 50 minute small group instruction is given to target ELLs by content area specialists during school hours. English language learners, struggling academically in content areas, are offered a 10 week long At-Risk service. 90% of the English language learners are enrolled in the Tutorial program run before school on Monday, Tuesday, and Wednesday mornings. The PS139Q Title III program offers sessions before and after school taught by both ESL and classroom teacher. We find his collaboration where ESL methodology is combined with specialized academic support to be a very powerful tool. The classroom teacher becomes equipped with the knowledge of the ESL strategies and techniques and further use them in the classroom, whereas the ESL teacher masters content area teaching skills. ELLs in grades 3, 4, and 5 are invited to the short-term Academic Intervention Support (AIS) group to prepare for the NYS standardized tests in ELA, Math, and Science.

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

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

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

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

13. We use a variety of instructional materials to support English language learners. In addition to the Addison-Wesley and Scotts-Foresman leveled ESL textbooks, we actively use Avenues by Hampton Brown. We were able to build our leveled libraries in different genres including non fiction in order to support content area instruction in Science, Social Studies and Mathematics. We have a collection of Big Books for Read Alouds from both Rigby and Mondo. The Leap Frog materials are in constant use by the classroom teachers as an additional classroom language support. We started purchasing dual language books in various languages, as well as language and picture dictionaries through school and Title 3 funds.

We have also purchased the network version of the Rosetta Stone program. This program was uploaded on the school laptops and distributed among classrooms, so new admits could learn English independently using this program. English language learners in grade 4 and 5 will continue refining their writing skills through the MyAccess writing program from Vantage Learning. Students respond to the prompts and receive immediate feedback on their writing.

We encourage ELLs in primary grade to take advantage of the free on-line Starfall program. We have purchased software from Essential Skills to enhance student's phonemic awareness, phonics, as well as decoding skills.

ESL classroom are equipped with computers with Internet access. Three laptops were purchased for the ESL program through Title 3 funds. We will continue acquisition and use of technology tools to maximize student learning.

14. In the ESL program model the native language support is given a high priority. The use of glossaries and dictionaries is being taught and encouraged. Newly admitted English language learners are paired with students speaking the same language. Our school, as well as classroom libraries, have books in languages other than English. Students are encouraged to read books in their native language and reflect that in their Reading logs until they become literate in the English language.

The largest language groups represented among ELLs are Spanish and Russian. Two of our ESL teachers speak those languages. In addition to that, our teachers and staff are fluent in Chinese, Korean, Bengali, Arabic, Albanian, Farsi, Haitian-Creole, Italian, Serbian, Portuguese, Bulgarian, Urdu, Hindi and other languages. We attract parent volunteers to assist parents of the newly arrived English language learners to feel comfortable and play an active role in our school community.

15. We provide services and chose necessary resources for our ESL program taking into account our English language learners age and grade level.

16. Our newly enrolled English language learners are offered an ESL summer school program in order to assist them acquire more language skills during the summer months. In addition to the educational program, students are encourage to attend the recreational component of the summer school to develop social skills and enhance language learning.

17. P.S.139Q does not offer any foreign language electives 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)?

Not Applicable

D. Professional Development and Support for School Staff

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

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

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

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

E. Parental Involvement

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

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		2		10		11		24
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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)	n/a							
Chinese Reading Test	n/a							

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.

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.

1. To assess early literacy skills of our English language learners we use TCRWP as our assessment tool. The rigorous Balanced Literacy program delivered in Kindergarten and the first grade devotes sufficient amount of time on helping pre-emergent and emergent readers build a solid foundation in decoding skills. Student progress is monitored through the formal and informal TC Assessments throughout the school year. Data reveal that success rate in the English language acquisition is closely linked to the student Independent Reading level. Thus, in 2010-2011 out of 36% of the English language Learners in Kindergarten who moved up the Reading levels and were reading on and above the grade level, 75% demonstrated overall proficiency and exited the ESL program. 64% of the current first graders ELLs are reading below the grade level, as evidenced by the most recent TC assessment. We will emphasize phonemic awareness by incorporating Wilson Foundations program as a very effective intervention. To promote love for reading, support native language development, and strengthen school family connection, we will continue to expand our bilingual library for students to borrow books and make their parents read to them.

2. The comparison between the language acquisition levels as per LAB-R for the newly admitted ELLs in the beginning of the school year (64% - Beginner and 36% Advanced) and the NYSESLAT results administered at the end of the school year (32% Beginner, 32% Intermediate, 9% Advanced, and 27% Proficient), shows that students demonstrate moderate gains in English language acquisition. Traditionally, students show higher level of proficiency in the subsequent grades as they gain more exposure to the language.

The comparison of the NYSESLAT 2010 and 2011 results on nySTART reveals that in Listening and Speaking the overall proficiency rate stays within the same range (2011- 58%; 2010- 58%) but in Reading and Writing our English Language Learners show steady gains (33% proficiency for all levels in 2010 as opposed to 42% proficiency in 2011). In Level 2 (grades 2-4) and Level 3(grades 5-6) the results are distributed as follows: 20% in 2010 vs. 41% in 2011 and 29% in 2010 vs. 58% in 2011 respectively. According to the end of 2010-2011 data, 28% of our students were in the ESL program for 4 years and more. However, according to the NYESLAT 2011 results, the percentage of the ELLs in that category was reduced to 11%.

3. The results of the NYSESLAT 2011 prove our approach to teaching Reading and Writing skills to ELLs to be highly effective. However, we need to work more in building student stamina, increasing reading volume, acquiring more grade level vocabulary and subsequently expanding background knowledge, and as a result, increasing student reading comprehension and enhancing writing skills. We will continue offering our English language learners in grades 4 and 5 additional support in developing their writing skills by purchasing subscription to the on-line MyAccess writing program from Vantage Learning. We will also provide supplemental services through Title 3 for ELLs in grades 2 through 5 to accelerate language learning.

4. Along with Formative and Summative assessments to track student progress, we use Periodic Assessments as well. If Acuity Diagnostic and Predictive assessments inform about student reading and math skills, the ELL Periodic assessments give a snapshot of the level of the student skills in Listening, Reading, and Writing. This assessment, administered twice a year: in fall and in spring, proved itself to be an

accurate predictor of student failure or success in the forthcoming NYSESLAT assessment. The Item Analysis Report points out to areas of challenge or critical need. The results of those assessments are presented and discussed at our LAP meetings. ESL teachers use that data to plan instruction tailored to student needs.

5. According to NYS ELA test results 41% of ELLs scored Level 1 and 59% scored Level 2, as opposed to the Former ELLs. In that category 33% scored Level 2 and 67% Level 3 respectively. The NYS Math results are distributed as follows: among current ELLs only 8% scored Level 1, 44% scored Level 2, 46% scored Level 3, and 6% scored Level 4, whereas among Former ELLs 15% scored Level 2, 61% scored Level 3, and 24% scored Level 4. Low scores in ELA could be contributed to the fact that 50% of those students were first time test takers. Higher results on the Math test could be attributed to the native language support either in the form of the translated versions of the test or bilingual dictionaries provided to those students during the test. ELLs functionally literate in their home language, who used either the translated versions of the Mathematics and Science tests or a dictionary, scored 3 and 4. However for ELLs, semi-literate in their home language, the use of either a translated version of the test or a dictionary was not as effective. One student scored Level 1 in both Mathematics and Science tests, and 3 students scored Level 2 respectively.

6. To assess the success of our ESL program we use Formative, Interim, and Summative assessments which inform not only about student language acquisition in Speaking, Listening, Reading, and Writing, but the acquisition of the content knowledge as well. English language learners are the focus of the grade and school level Collaborative inquiry projects. In addition to the formal and informal assessments, ESL as well as classroom teachers engage in frequent, continuous, and increasingly concrete and precise talk about their teaching practice and student progress. We carefully analyze all the hard and soft data, note student progress in the English language acquisition, and correlate those results with their overall academic standing.

Part VI: LAP Assurances

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

School Name: The Rego Park School

School DBN: 28Q139

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 2 **Network:** 207

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: <u>The Rego Park School</u>	DBN: <u>28Q139</u>
Cluster Leader: <u>Despina Zaharakis</u>	Network Leader: <u>Danielle Giunta</u>
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" 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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> 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 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: <u>8</u> # of certified ESL/Bilingual teachers: <u>3</u> # of content area teachers: <u>5</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The focus of this Title III proposal is to enhance programs for Students with Interrupted Formal Education (SIFE) and Long-Term ELLs, as well as improving teaching and learning in core subject areas. We will offer six programs for this Title III proposal with three ESL teachers and five classroom teachers/content area specialists running these programs. Five programs will target ELLs in grades 1 through 5, and one program will be geared towards parents/guardians of our ELLs. Two ESL teachers will be running two programs each in collaboration with the classroom and content area teachers on Tuesdays and Wednesdays and one ESL teacher will be in charge of the Parent program on Mondays by herself. She will also be teaching one student group on Wednesdays in collaboration with the content area specialist. We plan to provide supplemental language support services to the following categories of English language learners: ELLs who have been in the program for 4 years and more, SIFE and ELLs struggling academically. Beginning January, we will offer 18 afternoon 1 hour long sessions once a week for grades 1, 2, 3, 4, and 5 ELLs where both the ESL teacher and content area specialist, trained in ESL methodologies, will provide direct instruction in Reading, Mathematics, and Science by addressing four modalities: Speaking, Listening, Reading, and Writing. We will use research-based strategies, practices, materials and curricula to strengthen literacy, mathematics and technology skills. For grades one, two and three we will offer a program which will guide children along a leveled continuum of reading, ensuring that they develop the necessary grade-level phonemic awareness and enhance reading comprehension skills. For ELLs in grades 4 and 5 we will focus on Writing to enhance student writing skills in the content area. For ELLs who have been in the program for 4 years and more we will offer support with the academic language and literacy skills to develop student language, literacy and content understanding. For parents and guardians of our English language learners we will offer a 1 hour 30 min. Adult ESL class once a week for 18 weeks to help develop fluency in the English language. Below is a full description of the supplemental support services we plan to utilize through the Title III funding in this school year:

Program 1:

Target Population: Grade 1 ELLs

Total # on the Grade: 42

83% of our first grade ELLs are on the Beginner and Intermediate levels. 42% of them did not meet the AMAO 1 benchmark. As evidenced by the most recent TC assessment, 56% of ELLs read way below grade level and are at serious academic risk.

English language learners will engage in guided reading activities to enhance grade-level phonemic awareness, phonics, fluency, vocabulary, and reading comprehension skills through phonics focused books. This program will utilize the Reading Eggs software along with other resources to provide students with tiered and differentiated instruction to meet their individual needs and boost their speaking, listening, writing, and reading skills. The ESL teacher will provide direct instruction to this group in collaboration with the content area specialist. The ESL teacher will share her expertise in language acquisition strategies and techniques and assist the content specialist in scaffolding of language and content.

Part B: Direct Instruction Supplemental Program Information

Teachers: 1 licensed ESL teacher and 1 Reading specialist

Time: 3 PM – 4 PM Tuesday

Materials to be used: Printed materials, Reading Eggs web-based program,
consumables (composition notebooks, paper, etc.)

Program 2:

Target Population: Grade 2 ELLs

Total # on the grade: 26

65% of the second grade ELLs are on the Beginner and Intermediate levels. Even though only 19% of the current caseload did not meet the AMAO 1 Benchmark, 95% of ELLs read way below grade level, as evidenced by the recent TC assessment and are at serious academic risk. This program is intended to provide English language learners with additional support in reading instruction. English language learners will engage in guided reading activities to enhance grade-level phonemic awareness, phonics, fluency, vocabulary, and reading comprehension skills through phonics focused books, narrative, and informational texts. This program will utilize the Imagine Learning English software to provide students with tiered and differentiated instruction to meet their individual needs and boost their speaking, listening, and reading skills. We will also encourage the native language support embedded in the Imagine Learning English program.

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

Teachers: 1 licensed ESL teacher and 1 Classroom Teacher

Time: 3 PM – 4 PM Tuesday

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

Program 3:

Target Population: Grade 3 ELLs

Total # on the grade: 25

64% of current grade 3 students have been in the ESL program for 3 years along with 8% of the ELLs who have been enrolled in the program from 4 to 5 years. 56% of ELLs are on Beginner and Intermediate levels. 30% of ELLs did not meet the AMAO 1 benchmark. 22 ELLs (88%) out of 25 students on the grade will take the standardized tests in ELA and 23 ELLs (92%) will be tested in Mathematics this spring for the first time. This program is intended to focus on reinforcing academic vocabulary development, dictionary skills, and test taking skills in ELA and Math.

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

Part B: Direct Instruction Supplemental Program Information

Teachers: 1 licensed ESL teacher and 1 Classroom teacher
Time: 3 PM – 4 PM Wednesday
Materials to be used: non-fiction library, dictionaries,
consumables (composition notebooks, paper, folders, etc.)

Program 4:

Target Population: Grade 4 ELLs

Total # of Current ELLs on the grade: 12

92% of the ELLs are on Beginner and Intermediate levels. 18% of them did not meet the AMAO 1 benchmark. 95% of students read way below grade level and need support.

30% of current ELLs have been in the program from 3 to 4 years. 89% of current ELLs who took the NYS 2012 ELA test and 73% of those who took the NYS Math 2012 test, scored levels 1 and 2.

This program is intended to provide additional English language and content area support to the grade 4 ELLs who have been in the program for three years and more and struggle academically. The ESL teacher in collaboration with the classroom teacher will provide direct instruction in vocabulary development through ELA, Mathematics and Science content areas. The focus of instruction will be building background knowledge through intensive use of non-fiction texts, reinforcement of dictionary skills, and hands on approach with native language support. We will supply our students with bilingual glossaries in Math and Science.

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

Teachers: 1 licensed ESL teacher and 1 Classroom teacher
Time: 3 PM – 4 PM Wednesday
Materials to be used: Classroom libraries, dictionaries, translated glossaries,
consumables (notebooks, writing paper, folders, pencils, highlighters, etc.)

Program 5:

Target Population: Grade 5 English Language Learners

Total # of Current ELLs on the grade: 17

41% of the current 5th grade ELLs have been in the program from 4 to 5 years. Even though 100% of the caseload did meet the AMAO 1 benchmark, 85% of those who took the Spring 2012 NYS ELA and 47% who took the NYS Math tests scored levels 1 and 2.

This program is intended to provide additional English language and content area support to the current English language learners.

The focus of this program is to reinforce student reading and writing skills through explicit direct instruction. The ESL teacher in collaboration with the classroom teacher will provide direct instruction in

Part B: Direct Instruction Supplemental Program Information

vocabulary development through ELA, Mathematics and Science content areas. The ESL teacher will share her expertise in language acquisition strategies and techniques and assist the content specialist in scaffolding of language and content.

The focus of instruction will be building background knowledge through intensive use of non-fiction texts, reinforcement of dictionary skills, and hands on approach with native language support. We will supply our students with bilingual glossaries in Math and Science.

Teachers: 1 licensed ESL teacher and 1 Content Area Specialist

Time: 3 PM – 4 PM Wednesday

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

Program 6:

Target Population: Parents and Grandparents of English Language Learners

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

Teacher: 1 licensed ESL teacher

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

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

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

We will be providing an ongoing professional development to inform and train Title III Program teachers, as well as those responsible for delivery of instruction and services to ELLs . In addition to general orientation into Title III Supplemental Support Services, the personnel involved will learn about ESL methodologies, strategies, and techniques in developing academic language, building prior knowledge, both in house and outside the school. Teachers register and attend workshops offered through the DOE Office of English Language Learners, Columbia Teachers College, in addition to professional development and instructional support provided by our ESL Network Support Specialist to both ESL and classroom teachers. ESL strategies for classroom teachers, Sheltered English and differentiated instruction for ELLs, Collaborative Team Teaching, and other relevant activities are the focus of those workshops.

Our ESL teachers attend grade conferences, faculty conferences, and Lunch and Learns. They are instrumental not only in aligning ESL instruction to the classroom instruction, but also in providing suggestions and strategies for particular areas of curriculum that would be useful for the teacher of an ELL student. Some of the topics spotlighted are: The Co-Teaching Model in the Push-In class; Building Student Background Knowledge, Academic English Language Development, Using Thinking Maps to Accelerate ELLs Learning, NYSESLAT Expectations, Testing Accommodations for ELLs and Former ELLs; English Language Learners and New York State ELA & Math Tests. In addition to that, ESL teachers are involved in Japanese Lesson Study, facilitated by the CFN Specialist, where they in collaboration with the classroom teachers craft lessons in content areas focusing on English language learners.

Professional Development activities will be at no cost to Title III funding.

Part D: Parental Engagement Activities

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

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

Begin description here: We plan to invite parents willing to learn English language to enroll in the 1 hour 30 minute class which will be held once a week. We surveyed our staff and made a list of those who are fluent in languages other than English. We identified parent volunteers and paired them up with families who speak low incident languages to increase communication between school and family. We encourage parents to communicate with those involved in their child's education in their native language by providing volunteer interpreters when the need arises. We use DOE translation services to

Part D: Parental Engagement Activities

send letters home in various languages. ESL teachers in partnership with the Parent Coordinator will offer a series of workshops including but not limited to the following topics: How to help Your Child to Be Successful in School, Using Technology to Monitor Your Child's Learning, and others.

Part E: Budget

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

Allocation Amount: \$16536

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 	<u>\$ 10,389.33</u>	<p><u>Direct Service:</u></p> <p><u>Program 1: One ESL teacher and 1 Classroom Teacher for 1 hour long 18 sessions:</u> $2 \times 50.19 \times 18 = \\$1,806.84$</p> <p><u>Program 2: 1 ESL Teacher and 1 Classroom teacher for 1 hour long 18 sessions: 2 x 50.19 x 18= \$1,806.84</u></p> <p><u>Program 3: 1 ESL Teacher and 1 Classroom teacher for 1 hour long 18 sessions: 2 x 50.19 x 18= \$1,806.84</u></p> <p><u>Program 4: 1 ESL Teacher and 1 Classroom teacher for 1 hour long 18 sessions: 2 x 50.19 x 18= \$1,806.84</u></p> <p><u>Program 5: 1 ESL Teacher and 1 Classroom teacher for 1 hour long 18 sessions: 2 x 50.19 x 18= \$1,806.84</u></p> <p><u>Program 6: 1 ESL Teacher for 1 hour and 30 minutes long 18 sessions:</u> $1 \times 50.19 \times 18 = \\$1,355.13$</p>
Purchased services	<u>\$0.00</u>	<u>\$0.00</u>

Part E: Budget

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

Allocation Amount: \$16536

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> 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. 	<u>\$1,769.79</u>	<u>1 laptop</u> <u>Consumables: notebooks, folders, writing paper, pens, pencils, etc.</u>
Educational Software (Object Code 199)	<u>\$600</u>	<u>Reading Eggs</u> <u>ESL Reading Smart</u>
Travel	<u>0.00</u>	<u>0.00</u>
Other	<u>\$ 3,776.88</u>	<u>Supervision: 45 hours</u> <u>Program 1& 2 - no cost</u> <u>Programs 3, 4,& 5: 18 hours</u> <u>Wednesday: 1x \$52.52 x 18 =</u> <u>\$945.36</u> <u>Program 6: 27 hours</u> <u>Monday: 1.5 x \$52.52 x 18=</u> <u>\$1,418.04</u> <u>Secretary: 10 hours</u> <u>(payroll, purchase orders)</u> <u>\$30.93x10= \$309.30</u> <u>Planning Time: 22 hours</u> <u>(for planning sessions, for articulation</u>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$16536

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>among the ESL teachers and the mainstream teachers in order to further collaboration)</u> <u>Number of Programs: 6</u> <u>Number of Teachers Involved: 8</u> <u>\$50.19 x 22 = \$1,104.18</u>
TOTAL	<u>\$16,536</u>	<u>\$16,536</u>