



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** THE REGO PARK SCHOOL  
**DBN (i.e. 01M001):** 28Q139  
**Principal:** MRS. MONICA POWERS-MEADE  
**Principal Email:** MPOWERS@SCHOOLS.NYC.GOV  
**Superintendent:** DR. BEVERLY FOLKES-BRYANT  
**Network Leader:** MRS. DANIELLE GIUNTA

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

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	
Josephine Cao-Chang	Member/ Parent	
Susan Lee	Member/ Parent	
Dai Ichikawa	Member/ Parent	
Stephanie Zevon	Member/ Parent	
Kathleen Murphy	Member/ Teacher	
Elaine Miller	Member/ Teacher	
Elizabeth Sparling	Member/ Teacher	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## **Goal and Action Plan #1**

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

### **Annual Goal #1**

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

By June 2014, we will improve in high-quality student-to-student discussion exemplified by responding to and extending each other's thinking and crafting questions to help each other deepen and elaborate on thinking. This will be measured by a 5% gain in the school's median adjusted growth percentile from 71.0 in SY 2012-2013 to 74.55% in SY 2013-2014 based on peer school comparisons of the bottom third students embedded in the DOE School Progress Report

### **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.

After conducting a needs assessment, the SLT found that literacy progress should continue to be a priority goal and expanded as evidence by the 2013 ELA results linked to the Common Core Learning Standards.

Looking closely at measured student progress on the Progress Report, our median adjusted growth percentile for the lowest third was 71.0% with a comparison to peer schools range from a low of 58.3 % to a high of 88.3%. In comparison to the city schools on the DOE Progress Report, we scored 71.0% with a low range of 57.7% to a high range of 93.1%. Clearly improvement in literacy is warranted.

Based on the performance on the 2012-2113 ELA, 38.9% of P.S.139 students scored levels 3 and 4. In terms of the peer schools indicated on the DOE Progress Report, there was a low range of 22.4% to a high range of 52.8%. Clearly there is great urgency in making gains. In terms of the city-wide schools comparison, there was a low range of 0.0% to a high range of 55.0%. Based on the average student proficiency in ELA as measured by student performance on the DOE Progress Report, we scored 2.76 with a peer range of a low 2.43 to a high of 3.03.

In looking closely at narrowing the achievement gap indicated on the DOE Progress Report, 40% of our English Language Learners scored in the 75% percentile or higher. 53.5% of our lowest third citywide scored 75% percentile or higher. 54.8% of self-contained, ICT and SETTSS scored in the 75% percentile or higher. 40% of our Black and Hispanic males in the lowest third citywide scored 75% growth percentile or higher in ELA. This is promising news but certainly there is a great need of improvement necessary.

In analyzing the early childhood grades outcomes on the 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, small group strategy instruction, shared interactive writing, and elevated partnership work are necessary to boost performance and growth. Mindful attention to fishbowl activities, mini grand conversations, grand conversations and deeper posed questions that emphasize DOK 3 and 4 thinking will advance this process.

Inquiry work continues to improve achievement when different entry points are emphasized. Carefully planned read alouds that emphasize skill, strategy and prompts will lay the foundation for gains. The teachers are running a marathon with a deep sense of urgency to raise achievement and construction of meaning.

In our analysis of the NYSESLAT 2013, the data revealed that our ELL students are weak in listening comprehension and speaking comprehension. In our current grade 5 only 23% reached proficiency in listening and 46% achieved proficiency in speaking. Our current Grade 4 students achieved 46% proficiency in listening and 65% in speaking. Our current Grade 3 students demonstrated 52% proficiency in listening and 43% proficiency in speaking. Clearly these results are alarming and capture our great need to foster stronger discussions in the classroom.

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 that tucks in productive struggle. Spotlighting Webb's DOK questions will advance deeper level thinking responses. In addition, we will continue to improve our data analysis and data dives to provide a complete picture of student performance by checking for understanding on a consistent basis. Finally, the school Differentiated Accountability Status Report from NYSED indicated in ELA we are a school in GOOD STANDING. We will continually improve to harness larger gains in literacy so that our students make progress with the high expectations of the Common Core Learning Standards.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. On -going elevation of teaching practices through Professional Development Days, Wednesdays Extended Day, Teachers College Lab Sites, Lunch and Learns, and Grade Conferences focused on raising the level of partnership talk and thinking which strengthens comprehension. We will use evidence based claims grounded from the text to support arguments. We will infuse content specific vocabulary across the content areas, and emphasize supporting arguments and opinions. We will plan and implement powerful accountable talk framed from planned read alouds which highlight skills, strategies, and rigorous prompts to raise the level of partnership work. We will utilize higher level questions in our classroom practice to strengthen character interpretation work and critical thinking on the part of students.

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, and conferencing with students to lift the level of comprehension. The Staff Developers will address the demands of the Common Core Learning Standards through the TC Units of Study. Careful attention will be focused on the needs of strugglers. Cycles of professional development will be harnessed around the expertise and areas of professional need for teachers in a strategic and differentiated approach. Professional development will be focused on listening and speaking, establishing a rigorous chart environment, establishing grand conversations to scaffold argument pieces, close reading of complex informational text, character interpretation work, and collaborative annotation across content areas.

2. Each teacher in K-5 will have an opportunity to attend Teachers College Calendar Days which extends and deepens the practice of teachers. Teachers attending off-site professional development will turnkey the information to their teams.

3. Teachers will continue to transform and enhance literacy by using Promethean Boards, interactive Smart Boards, ipads, laptops, and document cameras in the classroom. The technology teacher will continue to integrate support through technology in the content areas to elevate comprehension.

4. Literacy instructional practice will be improved through P.S.139's ELA Japanese Lesson Study work facilitated by a Teacher Leaders Erin Hookim and Mary Kris and supported by the work of CFN 207 Achievement Specialist Emily Noto. The lesson study work will support the Common Core Learning Standards in literacy. Partnership talk will be embedded in all crafted lessons. 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 every lesson. Literacy Japanese Lesson Study will support and mirror the instructional goals of the school.

5. Classroom teachers and ESL teachers engaged in the co-teaching model will receive on-going professional development with CFN 207 Specialist Giuvela Leisengang. Ms. Leisengang will model strategies for effective nonfiction read alouds through unpacking text complexity and offer a debriefing period for teachers to collaborate and reflect upon their instructional partnerships. Language and content will be emphasized. Teachers will heighten awareness on unpacking juicy sentences and develop strategies to enhance ELL support in the classroom.

6.. The Principal will implement the AIS after school program twice per week for grades 3-5 for 45 minutes centered on literacy instruction for students not making a year's progress on the 2013 New York State ELA and also identified through teacher recommendation.

7. The Principal will implement small group instruction for students in the bottom third sub group facilitated by two part-time teachers in the "Literacy Blitz".

8. Students will participate in daily sustained reading practices to strengthen volume and reading stamina. Each classroom teacher will publicly display the chart Growing a Garden of Readers indicating the number of minutes students read in school each day.

9. 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. Deep discussions along with written responses to the texts will be displayed on bulletin boards.

10. 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 for students in grades 1-5. Science investigations will spark the curiosity of students and promote accountable talk in the areas of chemistry and physics. This partnership will promote

the emphasis of literacy in the content areas.

11. Core Inquiry Teams will be established to accelerate learning achievement and to implement new strategies to address learning challenges with target populations. Teacher Teams will set learning targets, interim goals and the June 2014 long term SMART goal.

12. Reading Buddies initiative will promote the literacy connection between upper grade and early childhood students in sustaining good habits in reading through partnership work anchored from the text. This endeavor will also serve as a positive attachment bond to improve self-confidence and improve the reading life of all participants.

13. On-going cycles of continuous evaluator feedback and support to teachers through the Advance System to raise teacher practice and increase student achievement informed by the Danielson Framework.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Key personnel used to implement the above strategies include the Principal, Assistant Principal, teacher teams in grades K-5, Teachers College Staff Developers, and CFN 207 Achievement Coaches
2. Teachers College Senior Developers and nationally recognized Literacy Key Note Speakers will lead Calendar Days at Teachers College focused on areas of literacy expertise.
3. Teachers of grades K-5 including cluster teachers and providers coupled with technology tools.
4. Teacher Teams volunteering their time along with guidance from Teacher Leaders and the expertise of CFN Network Achievement Coach Emily Noto will frame this lesson study work. The Principal and Assistant Principal are also key personnel in its development and launch.
5. CFN 207 Giuvela Leisengang, ESL Achievement Coach, will lead professional development to foster strong co-teaching partnerships with the 3 ESL teachers. The Administration will support this endeavor.
6. The Principal will serve as the Supervisor of the AIS Program and will staff approximately 8 classroom teachers.
7. Collaboration of small group instruction in literacy led by the Principal in partnership with Grades 3-5 teachers and 2 part-time teachers.
8. Administration, K-5 teachers, and students will foster the Garden of Readers chart initiative.
9. Teachers in grades K-5 and the Administration are the key personnel in the launch of Community Reads
10. The Administration, key classroom teachers, and Hall of Science instructors are the key personnel for this CASA grant. Families also play a major role in this initiative.
11. Collaborative teacher teams and Core Inquiry Team Leaders along with the Principal and Data Specialist will lead this endeavor.
12. Voluntary literacy partnerships of classroom teachers in grades K-5 supported in scheduling and nurtured by the Administration
13. Principal, Assistant Principal, Talent Coach, CFN 207 Network, and Faculty are the key personnel in this initiative.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. The expertise of the Principal and Assistant Principal will supervise, coordinate, monitor, and evaluate the effectiveness of the above instructional strategies. Teacher Teams will also monitor and evaluate activities and strategies mentioned above during debriefing sessions after lab site visits with the Teacher College Staff Developers. Post-its and transcripts of student thinking during Grand Conversations will be shared. Studying of talk and content will be analyzed. Teacher Teams will use the TC Learning Progression for planning and evaluating interpretative work to get a bird's eye view of school-wide strategies.

Noticings of deeper student thinking will also be revealed through student writing pieces. Analysis of Teachers College rubrics in narrative, argument, and informational writing will be used consistently to measure progress and next instructional steps. Checking for understanding will be on-going. Curriculum will be modified and adjusted based on findings. Teachers and Supervisors will monitor literacy student engagement through teacher transcribing, student think pads, participation rate and response to prompts to suggest higher level thinking. Supervisors will monitor student achievement and give continuous feedback to teachers to raise and support teacher practice and student achievement. The Principal will monitor and respond to all teachers' professional development through reflection articulation forms. Teachers participating in visiting exemplary classrooms that showcase good partnership work on interpretation of characters or evidence based discussions will complete reflection pieces on their experiences. Administrators will look for strong carryover of these teaching practices in the classroom.

2. Teachers attending professional development Calendar Days at Teachers College will complete an articulation form to share out Big Take Aways with the Principal. Teachers will also share out and turnkey this new information with their teams.

3. On-going cycles of feedback to support teachers in monitoring the effectiveness of technology to enhance learning.
4. Progress monitoring will take place on a weekly basis through the guidance of the Teacher Leaders and CFN 207 Achievement Coach Emily Noto. The Teacher Teams will complete weekly articulating forms to update the Principal and next steps. Revisions and adjustments to instruction will be noted along with accompanying data. Learning objectives and goals planned will be targeted in the work of Japanese Lesson Study. Careful attention by teacher teams in analyzing student work products and artifacts from the culminating lesson will be studied. During the debriefing session led by the Teacher Leaders, the impact of learning will be analyzed along with deep conversations on revising the curricula based on the results so that there are multiple entry ways available for all learners.
5. Increased performance levels informed by the Danielson Framework will be noted by the Lead Evaluator and Secondary Evaluator in observing teaching practices in Domain 1 linked to planning of ESL co-teaching partnerships. Noticeable and strong talk partnership will be noted through increased student participation and engagement. The CFN 207 ESL Achievement Coach will update and debrief the Principal after each professional development session to plan for next steps.
6. Pre- and post assessments will be utilized to measure growth along with reassessing through the running records. Partnership talk and deeper thinking will be measured through students' post-its, on demand writing pieces, and engagement in partnership work that reveals critical thinking with careful attention to themes and lessons' learned along with author's craft. In addition, we hope to move forward with usage of the Curriculum Associates i-Ready online system that promotes test sophistication skills and tracks student progress. Progress on weekly comprehension quizzes will be measured and assessed to measure next steps. Stamina and volume will be tracked through careful attention of TC reading logs.
7. Bottom third students will be the targeted group for this pull out program. Checking for understanding will be implemented throughout this initiative from baseline multiple choice assessments through post assessment growth. On demand writing pieces will be analyzed to give teachers an accurate picture of progress. Increase in independent reading levels will be measured with running records to track progress. Continuous conversations between the Faculty and Administration will be used to adjust instruction.
8. Teacher teams will review reading logs to note the reading life of students and note increases in volume and stamina. Teachers will note and track progress data from Garden of Readers chart. Increase in time will be noted and tracked.
9. Evidence will be noted through student engagement in partnership work and with written student responses to the Community Read that reveal deeper thinking as displayed on the hallway bulletin boards.
10. Evidence will be noted in an increase in accountable talk and student engagement during the after school workshops plus exit slips completed by the students. Higher level prompts will frame the discussions and observations about science topics. Students' writing pieces and responses will be used as formative assessments. Increase in science academic vocabulary will be tracked.
11. Core Inquiry Team Leaders will post reflections in the private community of ARIS Inquiry Space. Inquiry Teams will participate in a Share Fair where they publically share out with the entire staff on their advances and promising practices substantiated with data. Classroom teachers will track student progress using a log and delineating next steps. This log will be reviewed twice during the school year by the Administration. Collaborative Teacher Teams will meet to analyze student work pieces, identify areas of needs and patterns observed, and adjust and refine the curriculum and instruction based on the data. Teachers will find multiple entry points to address the needs of the bottom third students. Teacher Teams will score MOSL writing prompts to measure this baseline assessment. They will identify a learning target, define instructional strategy, develop short and long term goals, and create an action plan to analyze and monitor student progress. Teacher Teams will establish norms and protocols for all teacher team meetings.

Collaborative Inquiry Teams will use multiple measures to identify priorities and academic needs. They will align the classroom and grade goals with school goals and academic improvement plans. They will set and hold students to a consistent level of expectations determining student growth. They will ensure the learning target is anchored in baseline data. They will set rigorous yet attainable goals to meet students' needs. Organization of collaborative work will define instructional strategies and short and long term goals. Collaborative Inquiry Teams will develop an action plan to move the work and the system.

12. Reading Buddies will be established on a volunteer basis between upper grade teachers and early childhood teachers in a shared and mutually respectful collaboration. It will be monitored by the Administration and evidence will be gleaned during walkthroughs, analysis of post-its, writing about reading student work projects, and feedback from the staff, students, and School Leadership Team. Adjustments will be made based on findings.
13. Monitoring of teacher practice and professional goals will be monitored through the DOE Advance system for informal and formal observations. Support in tracking teacher improvement will be noted in Teach Boost, an online data platform for teachers. Teachers will receive cycles of support to raise pedagogy informed by the Danielson Framework.

**D. Timeline for implementation and completion including start and end dates**

1. There will be on-going and sustained implementation of literacy professional development and activities from September 2013 to June 2014.
2. Teachers College Calendar Days are implemented and sustained from September 2013 to May 2014.
3. Technology implementation will take place from September 2013 to June 2014.
4. Three Japanese Lesson Study cycles embedded within 6-8 weeks duration will be facilitated along with the corresponding culminating activity throughout the academic school year. October 2013 commences the cycles and it concludes in April 2013.
5. ESL co-teaching partnership professional development will take place on an on-going basis during this academic year from October 2013 to June 2014.
6. The AIS After School Program will be implemented in January 2014 and conclude in April 2014. The 45 minute sessions in literacy will be scheduled twice per week.
7. Pull-out small group instruction for grades 4 and 5 will take place twice per week and commence January 2014 and conclude April 2014. Each session will be 50 minutes.
8. Literacy system in place commencing September 2013 and concluding June 2014.
9. Community Reads will be implemented three times during the year: September/October 2013, January/February 2014 and April/May 2014.
10. The Hall of Science partnership will commence in February 2014 and conclude in May 2014. Family Day at the Hall of Science will take place on a Saturday in June 2014.
11. Core Inquiry Team meetings will take place once a week and kick off officially in October 2013 and conclude June 2013. Classroom teachers will work with target groups during the instructional day. The Inquiry Phases will encompass: know your students well, organize for collaborative work and conduct inquiry, move the students, and move the system. Inquiry work will launch in October 2013 and conclude in June 2014.
12. The Reading Buddies initiative will take place and be sustained throughout the academic year commencing September 2013 and concluding June 2013.
13. Continuous teacher feedback will be implemented throughout the school year from September 2013 to June 2014.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. A seven period day will be implemented to foster strong use of teacher collaborations and professional development to maximize our time together. An SBO will be used to foster more robust professional development to ensure an integrated approach to curriculum and instruction. This SBO signed by the UFT and DOE will support the implementation scoring and training on the measures of student learning and related tasks, and promote curriculum alignment to the Common Core Learning Standards. Finally, this restructuring of Extended Morning time will support the work of more robust teacher practices through Danielson's Framework. Tax Levy resources will be utilized for per diem coverage to support professional development on site and off-site to deepen teacher practice with balanced literacy and Teachers College. Lunch and Learns will sustain and promote collaborative learning activities for teachers as we nurture a lifelong community of professional

learners.

2. Tax Levy funding will support per-diem funding for a substitute teacher to cover the classroom teacher.
3. The use of RESO A funding and state voucher funding will support this activity
4. Tax Levy funding and resources will be utilized for per-diem coverage and scheduling during the culminating lesson for each cycle. Both Teacher Leaders will have an extra common planning prep to nurture robust planning on a weekly basis. Teacher Teams will meet on Fridays from 7:45 a.m. to 8:30 a.m. before their instructional day begins.
5. Tax Levy per diem funding will be utilized for coverages during professional development.
6. Tax Levy funding will be utilized for the per session posting and assignments for teachers and the supervisor.
7. Tax Levy funding will be used for the pull-out small group instruction for the two teachers' per diem work.
8. Usage of school laminating machine and messaging the importance of building volume and stamina through the Principal's News and Notes. Principal will cite the research based on literacy expert Doug Reeves.
9. Tax Levy funding will be tapped for the Community Reads and introduced at Teacher Team professional development during Extended Mornings scheduled for Wednesdays.
10. CASA grant through the City Council and the Department of Cultural Affairs requires scheduling with the Hall of Science Educational Representative and interfacing with the Hall of Science instructors and P.S.139 teachers engaged in the after school activity. Parents and students will participate in a Hall of Science Family Day.
11. An SBO will be utilized to nurture inquiry work on Thursday Extended Mornings during the academic school year. The Core Inquiry Team Leaders will meet once a month with the Principal per-session funding will be utilized for this endeavor. Classroom teachers will be supported by the Administration, Data Specialist, and Core Inquiry Team Leaders as they set learning targets. Teacher Teams will meet on Thursdays due to the current SBO. Teacher Teams will tap a plethora of data to identify students and track growth. Thursday meetings will be normed with an established protocol and agenda set by the Core Inquiry Team Leader. Classroom Teachers will track progress of students by completing twice per week a log of inquiry work and next steps. The Principal will meet with the Core Inquiry Team Leaders once per month after school.  
Through an established SBO, teachers will meet during Extended Morning for inquiry work. In addition, the Principal will meet with all Core Inquiry Team Leaders once per month after school to share successes and challenges with the work, sharing of best practices and strategies, and interpreting school-wide data. Per-session funding will be provided to Core Inquiry Team Leaders from a tax levy stream.
12. Scheduling for Reading Buddies will be initiated by the Assistant Principal and then fostered throughout the year through teacher partnerships.
13. The Monthly Faculty Conferences, weekly Extended Wednesday Mornings, and the Principal's News and Notes will be used to deepen teacher thinking and practices informed by the Danielson Framework and connecting the dots to the Common Core Learning Standards. Monthly grade conferences will also serve as a springboard for deeper discussions about teacher practice and next steps.

### **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).

- Parents will be invited to participate in school read aloud events at least twice per year in their classrooms. This initiative will improve construction of meaning and fluency.
- Parents will be invited to participate in writing celebrations after the completion of each writing unit.
- Families will participate in the CASA Grant Family Day scheduled for June 2014 at the Hall of Science. This event will strengthen the literacy and science link.
- In October 2013, Kindergarten parents will be invited to the Emerging Writers Workshop for the early childhood students. Parents will learn strategies and tips to encourage a print rich environment at home.
- Parents will be invited 5 times during the year to Meet the Principal events to foster stronger home school ties.
- The Principal will lead a Common Core Learning Standards Workshop in literacy and mathematics for parents
- Parents will be invited in October 2013 to a Go Math presentation on this new curriculum which embraces the Common Core Learning Standards.
- Parents in November 2013 will be invited to a Middle School Fair Workshop to explore the selection process and to encourage college and career readiness.
- Literacy Partnerships will be promoted through the Parent Book Club collaborations between P.S.139 and P.S.144.
- Parents in Grades 3-5 will gain new insights in the design and demands of the 2014 ELA Test workshop led by Teacher Leaders.
- Parents in grades 2-5 will participate in a Science Fair workshop in January 2014 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 proving a hypothesis through student research. This is literacy in the content area.
- 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.
- 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 through deep discussions and informational texts. Parents will be invited into the classroom during Explorer and Chef lessons to assist students and the teacher.
- Extended Parent Conferences for Level 1 and 2 students in ELA will be employed to foster greater communication with families in meeting the demands of the Common Core Learning Standards.
- The Faculty will contribute on a quarterly basis engaging articles on the grade's curriculum, initiatives, and learning strategies to promote college and career readiness in the Parents' Voice. This is a Parents' Association newsletter that fosters better communication between the school and community.
- Implement a Career Day facilitated by Mr. Anthony Valentino, cluster librarian in Spring 2014. We will tap the professional talent and expertise of parents with their professional careers. This will address college and career readiness and inspire our students to dream BIG.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>	<b>x</b>	<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

### **Goal and Action Plan #2**

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

#### **Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, the median adjusted growth percentile for grades 4 and 5 students will increase by 4% in Mathematics from 59.0% in the DOE Progress Report peer school comparison for SY 2012-2013 to 61.3% peer range for SY 2013-2014 by teacher planning of multiple entry points of curriculum access.

#### **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.
After conducting our needs assessment, the SLT found that student achievement in Mathematics should be a priority goal.
We only scored 59.0 % better than peer schools range on the DOE student progress section. Clearly, this is an indication of needed improvement with Peer Schools in Mathematics. As indicated on the DOE median adjusted growth percentile, P.S.139 students scored 59% in a comparison to Peer Schools with a low range of 48.1 and a high range of 84.5 %. In comparison to city schools with progress, P.S.139 students scored 59.0% with a low range of 41.4% to a high range of 84.2%. We need to

harness our energy and gather momentum in strengthening school improvement.

The results of the New York Mathematics Test for 2012-2013 indicate that 51.1% of students scored a level 3 or 4. In terms of school performance, we scored better than 51% of Peer Schools with a low range of 23.5% and a high range in the Peer Schools of 67.5%. In terms of comparison to city schools, we scored 51.1% with a low range of 0% to a high range of 64.6% on the DOE Progress Report.

DOE periodic assessments along with Go Math performance tasks and interim assessments will be used on an on-going basis to measure growth and point out trends for revision purposes. Student math journals, post-its, and open-ended problem solving tasks, and Go Math chapter checks will be used to check for understanding. Teacher Teams will continue to implement 3 to 4 performance tasks derived from Go Math. We continue to see weakness trends with multi-step word problems, mathematical fluency, place value, and computational skills. Through a careful attention to open-ended investigations we will continue to raise critical thinking skills and utilize the 8 Mathematical Practices aligned to the Common Core Learning Standards.

Student work samples gleaned from our units of study suggest that our learners need to improve on taking mathematical stances that express reasoning skills. Students need to express viable arguments, claims, and critique the works of peers. We are focusing our school-wide initiative on strengthening construction of viable argument with multiple representations of various pathways in solving high level word problems. Students are learning to monitor their work and actually articulate their next steps on how to improve their learning capacity. We are encouraging reflective student practices which are informed by the Danielson Framework.

Students will be asked to say more, say why, and write why more. Teachers are using DOK questioning in their lessons to help students formulate a stance and explain their reasoning. This is our challenge this year to advance healthy discourse in the classroom. By using these teacher practices with fidelity, students will make gains in performance. Timely feedback linked to a Common Core aligned rubric can take many forms through Grow and Glows, conference work, and post-its. High achievement is framed through strong accountable talk, partnership work to sustain growth, and rigor embedded in the content. In the classroom, mathematical communities will grow more by making public their thinking.

A comprehensive review of the school's educational program is informed by qualitative and quantitative data regarding student performance and growth trends. The DOE 2012-2013 Progress Report reveals that 40.7% of English Language Learners scored at the 75% growth percentile or higher in Mathematics. The school's lowest third scored 56.4% in reaching the 75% growth percentile or higher. 58.1% of self-contained, ICT, and SETSS students scored 75% growth percentile or higher in Mathematics. 60% of P.S.139 Black and Hispanic students in the lowest third scored 75% growth percentile or higher in mathematics.

This year through Response to Intervention we are strategically growing flexible programming and movement to least restrictive environments to have equal access to high quality, differentiated instruction that is matched to the needs of the students.

Teacher Teams through collaborative inquiry periods will continue to strengthen CCLS student math products from the Go Math unit of study and 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 the learners and plan multiple entry points for variable learners. Japanese Lesson Study continues to lift practice in preparing cognitively demanding lessons that take into account the CCLS 8 Mathematical Practices. The School Differentiated Accountability Status from the NYSED 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 show improvement and consistency with Depth of Knowledge questioning to advance student achievement levels. We continue to address this staff need through professional development and support from Ms. Liz Fisher our CFN 207 Math Achievement Coach and Math Leads. The faculty is making connections between the 8 Mathematical Connections, the Danielson Framework, and Go Math in raising student achievement. In conclusion, based upon the Go Math pacing calendar, student performance on the New York State Test and Math periodic assessment benchmarks, we have identified areas in need within our curriculum, instruction, and assessment. We strive for achievement.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

1. Through strong and robust on-going professional development, teachers will plan for multiple entry points for students to access the Mathematics curriculum to support struggling students and provide enrichment for high performing students.
2. Tapping the power of the ICT co-teaching partnerships, Ms. Lena Kim, our CFN Special Education Achievement Coach, will present an overview of the various models of ICT and how to promote student achievement. Ms. Kim will coach into the ICT classrooms and offer support on differentiating the instruction for strugglers and advanced learners and model a variety of co-teaching partnerships for the teachers.
3. Incorporating UDL strategies in lesson plans will be supported by the Administration and Special Education Liaison by spotlighting multiple means of representations and a variety of different pathways to arrive at a solution. The staff will make ample use of the Mentoring Minds flip chart which is a useful tool for UDL teacher planning and will be embedded as a fixture during monthly Grade Conferences with the Principal.
4. Building stronger problem solving reasoning skills in our advanced learners.
5. Using the Go Math Think Central platform and resources to differentiate instruction
6. Implement Problem Solving Fridays as a way to improve a culture of high expectations to increase reasoning skills in our students

**2. Key personnel and other resources used to implement each strategy/activity**

1. The Principal in collaboration with the Math Leads, Network Achievement Coaches, and SETSS teacher will provide meaningful professional development for the staff during Faculty Meetings, Wednesdays Extended Morning, Professional Development Days, and Lunch and Learns. Particular attention will be focused on 8 Mathematical Practices, Go Math curriculum, and differentiated tools to support UDL strategies.
2. Ms. Lena Kim, our CFN Special Education Achievement Coach, will provide support to the K-5 ICT partnerships in the classroom and debrief with the teachers
3. The Administration, teacher teams along with the Special Education Liaison are the key personnel for this initiative. The Common Core Learning Standards Mentoring Minds will be used as a resource for adapting the curricula for students to gain equal access.
4. Kappa (gifted) students, and Kappa teachers are the key personnel. Incorporate the IXL online resource which addresses the Common Core Learning Standards through engaging online games and incentives to build a culture of strong math minds through higher level tasks. Kappa 4 and 5 students will participate in the Math Olympiad. In addition, Kappa 5 students will participate in the Stock Market Game which spotlights problem solving using a team approach.
5. Math Leads Grace Petursson and Michele Sansone will present overviews of the structure and design of Go Math for the staff. Dedicated time will be spent to lay out the format of the lesson and resources to tap to meet individual needs of students. The Data Specialist will upload class lists and the Math Leads will facilitate professional development for teachers on assigning class work and homework assignments to the students to differentiate the content and skills areas.
6. Problem Solving Fridays will be led by the Administration and Grade Leaders in fostering student achievement. Teachers will make use of CFN207.org website and the DOE Common Core Library for access to math open investigations and problem solving activities.

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. We will track sub-group data on Math periodic assessments and Go Math performance tasks that address critical thinking skills. Mindful attention will be focused on students who scored 2.45 to 3.45 on the New York State Math Test to accelerate their performance and sustain the growth of our level three students. We will monitor the system for tier 1 support. Classroom observations will be informed by the Danielson Framework particularly designing coherent instruction and engaging students in learning.
2. Progress will be monitored through walk-throughs and supervisory observations based on the impact of student learning and improved teacher practice. Partnership feedback will be gleaned at Grade Conferences and feedback sessions with teacher input. Ms. Kim will cap the professional development with a debriefing session

with the Principal to build her knowledge base and offer next steps of support for the teachers.

3. Supervisory review of lesson plans that are embedded with differentiation and UDL strategies. In classroom observations and walkthrough differentiation of instructional groups will be noted. Student math thinking work displayed will serve as evidence in highlighting multiple pathways for solutions. A variety of materials and different representations of information will be so noted and feedback given to teachers.
4. Progress will be monitored through school-level assessments and Supervisory Walk Throughs. Teacher input will be shared at feedback sessions.
5. Track sub group data on school -based assessments, performance tasks and periodic assessments to measure growth.
6. Monitoring of progress will be noted through Supervisory walk throughs and observations. Student engagement and enthusiasm will be measured by the careful display of student math thinking work on bulletin board displays.

**4. Timeline for implementation and completion including start and end dates**

1. This multi-faceted professional development will take place every month during the academic year from September 2013 to June 2014.
2. Ms. Kim will visit the school at least four times this academic year to offer support to the ICT partnerships. Ms. Kim also serves as the Network Point person for P.S.139.
3. Spotlight on UDL strategies will be on-going throughout the academic school year from September 2013-June 2014.
  1. Students and parents will have access to IXL throughout the academic year.
5. Implementation of using Think Central to assign differentiated activities and tiered homework assignments will take place commencing December 2013 and concluding in June 2014.
6. Problem Solving Fridays will commence November 2013 and conclude June 2014.

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. The seven period day will support and nurture Lunch and Learns by building a collaborative professional community. The current SBO will be used to ensure an integrated approach between the Common Core Go Math curriculum and instruction during extended Wednesday morning.
2. Ms. Kim will push-in to the classrooms using a schedule crafted by the Assistant Principal. Debriefing will also be scheduled to grow best practices. Tax levy funding will be used for debriefing periods.
3. The seven period day will support and nurture monthly grade conferences with the Principal by building a collaborative professional community.
4. Tax Levy funding will be tapped for IXL online.
5. Professional development will capitalize on the Extended Wednesday Mornings opportunities to increase teacher practice.
6. The CFN 207 website, NY Engage website, and DOE Common Core library will be accessed for strong learning activities that emphasize problem solving.

**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).

- Parents will be invited to a Go Math Workshop led by Teacher Leaders Mary Kris and Grace Petursson. Parents will grow in their knowledge base with Go Math. Families will engage in multi-step word problems and solutions emphasizing the demands of the Common Core Learning Standards.
- Math Family Night will be facilitated by Teacher Leaders to promote a culture of math reasoning and engagement.
- Schedule a Math Mania Morning for parents and families to visit classrooms. This event broadens the depth and engagements of all participants with the major work of the grade aligned to the Common Core Learning Standards.

- Facilitate a math workshop on the design and learning expectations of the 2014 New York State Mathematics Test. This will be led by Teacher Leaders with support from the Principal and Parent Coordinator.
- Global Connect, our automated message center, will remind parents to participate in school events such as Parents' Association meetings and workshops. The school sends out daily email messages to parents along with hard copies and flyers and notices.
- The Principal will contribute on a monthly basis to Superintendent Bryant's District 28 newsletter distributed at CEC meetings. The newsletter will inform parents of District 28's achievements.
- A Back Pack 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 at school.
- The Principal and Staff will contribute four times during the year to the Parents' Voice newsletter to foster better communication to the school community.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>x</b>	<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

**Goal and Action Plan #3**

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.
We will create a more respectful and safe environment for all students and staff as measured by the DOE School Survey of 7.9 matrix in SY 2012/2013 to 8.1 matrix in SY 2013/2014.

**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 SY 2012/2013. In comparison to Peer Schools. P.S.139 scored 7.9 matrix as opposed to a Peer Range from 8.3 to 9.3. We scored a 0.0% gain in the Peer Range. In comparison to city schools, P.S.139 scored a matrix of 7.9 as opposed to a City Range of 7.7 to 9.7. Clearly, P.S.139 scored better than 20% 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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>1. Strategies/activities that encompass the needs of identified subgroups</b>
6. The PBIS Committee comprised of various stakeholders will meet on a quarterly basis to move forward with complete implementation of this program school-wide. The committee will adjust the school-wide matrix and incentive program based on teacher input and student input. The committee will remessage to the staff on an on-going basis the distinction between major and minor student infractions. Suggestions to encourage and shape student conduct will be implemented based on the needs of the school.
7. The Administration and teachers will work closely together to align art residencies with the demands of the Common Core Learning Standards. All lessons will be thoughtfully planned and executed as a support to enrich critical thinking skills. Grades K-4 will participate in art residencies through Marquis Studios and grade 5 students are participating in Dancing Classrooms through American Ballroom. Grade 4 students will participate in Dancing on Broadway. Grade 3 students will be fully engaged in a yoga residency. Grade 2 students will be participating in African Dance. Grade 1 students will be participating in Circus Arts. Grade K students will participate in African Dance.
8. The Principal and the office staff will work closely and develop a strong collaboration with the Parents' Association after school Enrichment Program for students in grades K-5. The Principal, Parent Coordinator, and Parent Leader will coordinate schedules and room assignments for such classes such as: ballet, guitar, chess, Broadway theatre dancing, soccer, and yoga.
9. The Principal with input from the School Leadership Team will implement on a monthly basis Student of the Month awards to recognize academic achievement and

character values to foster school pride and spirit to further a college and career-readiness culture.

10. The Principal will implement DOE General Response Protocol drills for soft and hard lockdowns and shelter –ins for the school. The School Building Response Team will evaluate and monitor such drills. The Principal and Assistant 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.
11. Diversity and our rich international tone will be celebrated in grades K-5 through the school's Holiday Concert which showcases the talents of our Glee Club members and Grade 4 Flutie Tooties under the direction of Mrs. Lena Samo our music teacher. P.S.139's International Festival will showcase the talents of our Glee Club members, Grade 4 Flutie Tooties, and outstanding dance performances from our student body celebrating their heritage under the direction of Mrs. Brenda Zuckerman. The P.S.139's student led Lunar New Year Parade will celebrate the contributions and heritage of the Asian-American community. These initiatives strengthen school and community outreach and foster a positive school tone.
12. College and career readiness initiative will be implemented through a series of initiatives to raise awareness of endeavors: Aspire to Inspire project will encourage all teachers to display certificates listing their degrees and college institution. Teachers are also listing inspiring lessons from their college experience and how it has shaped their careers. P.S.139's guidance counselor will be unpacking a series of lessons for grades 4 and 5 students on knowing your talents and strengths to boost a better future. The Parent Coordinator is messaging to all parents the importance of college and career readiness at all workshops dealing with the Common Core Learning Standards in promoting rigor and advance thinking skills. The Principal along with the attendance teacher and Guidance Counselor are monitoring student attendance and students that are chronically late or absent. Action plans are developed to address the needs of students that are at-risk. The Library cluster will lead a Career Day initiative for grade 5 students on career possibilities. Parents will be recruited to participate in a panel discussion and lead a narrative description of their careers and how college prepared them for their next steps.

## **2. Key personnel and other resources used to implement each strategy/activity**

1. Teacher Leaders, School Psychologist, Parent Coordinator and Principal will comprise the PBIS Committee. Resources used include the PBIS matrix, game bag, documentation tally chart, feedback from teachers, and SWIS software.
2. All classroom teachers, Parent Coordinator, teaching artists, American Ballroom Theatre Marquis Studios and the Administration will be the catalysts in promoting the art residencies within the school.
3. Parent Leader from the Parents' Association, Parent Coordinator and the Principal will work in a collaborative fashion to implement this after school program along with support from the Parents' Executive Board.
4. The Administration along with the support of the School Leadership Team and Parent Coordinator will undertake this initiative.
5. The Building Response Team along with collaboration with the Administration and all staff members will understand and follow closely General Response Protocol.
6. Teacher Leaders, parent volunteers, P.A. Executive Board members, the Parent Coordinator, and the Administration will serve as catalysts in promoting these initiatives.
7. Mr. Anthony Valentino will lead the Career Day initiative. Mrs. Erin Hookim will lead the Aspire to Inspire initiative. The guidance counselor, attendance teacher, Parent Coordinator and Principal will collaborate and support these initiatives.

## **3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Targets identified include measuring the distribution of Star Tickets across K-5 classrooms and noting adjustments that have to be made to increase teacher and staff capacity and buy-in. SWIS software from the University of Colorado will be implemented to monitor the DOE Infraction Code for the committee in identifying noticings and patterns. This data will be utilized to inform next steps as a school.
2. Teaching artists will be monitored and evaluated by Marquis Studios and American Ballroom Theatre Directors on an on-going basis. In addition, the teaching teams will provide valuable feedback to the Administration at Grade Conferences and informal conversations on the success of the programs. The Administration will monitor student engagement and student work products throughout the residencies and link it to the impact of learning and student achievement. Parent participation and involvement will be monitored for attendance at culminating events to measure effectiveness of the art residencies. Next steps and adjustments will be developed based on the system in place for monitoring. Student attendance will be monitored to note patterns and trends. The arts nurture strong student attachment and satisfaction.
3. Quantified data will be gleaned and gathered through the participation rate of the families and feedback linked to student achievement received about the effectiveness of each course.
4. Progress will be monitored through an increase in parent participation and attendance at Student of the Month events. Supervisory Learning Walks will be utilized to measure student engagement and student and parent satisfaction. Learning Walks and conversations with the Parents' Executive Board will be used as qualitative

evidence to measure growth. Feedback will be received through Safety Committee meetings, Meet the Principal parent events, custodial input, Teacher Leadership input and UFT input and feedback.

5. Progress will be monitored during drills by the Building Response Team and feedback given to the Building Commander. Feedback will be given to the staff and our next steps.
6. Progress will be monitored through Supervisory Learning Walks, feedback from various stakeholders, mindful attention to increased parent attendance at school events, increased participation rate of parent volunteers, student satisfaction monitored through student engagement and enthusiasm.
7. 5<sup>th</sup> grade students will benefit from the Career Day initiative along with all students in grades K-5 benefiting from the Aspire to Inspire initiative. Sub-groups of students at risk for chronic absences and tardiness will be carefully monitored and parent outreach will be utilized. An increase in student attendance and engagement in the classroom will be measured through supervisory Learning Walks.

#### **4. Timeline for implementation and completion including start and end dates**

1. PBIS Program will be implemented continuously from September 2013-June 2014. Classes will receive recognition and reward during Monday morning announcements by the Principal. Winning classes for the week will have their photograph taken for additional celebratory recognition for the "We are all Stars" main lobby bulletin board.
2. Art residencies through Marquis Studios and American Ballroom Theatre will be implemented on an on-going basis from October 2013- June 2014.
3. The Parents' Associative after school Enrichment Program will be implemented in October 2013 and conclude in June 2014.
4. Student of the Month award assemblies will be implemented on a monthly basis from October 2013 to June 2014.
5. Starting September 2013 and commencing June 2014 emergency preparedness response will follow the General Response Protocol. A mandatory soft lockdown will be implemented twice during the year in the Fall 2013 and the Spring 2014 as mandated.
6. These school and community initiatives will be implemented on an on-going basis from September 2013 and conclude in June 2104.
7. These initiatives will be implemented on an on-going basis commencing in September 2013 and conclude in June 2014.

#### **5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Software from the University of Colorado will be utilized to monitoring the effectiveness of the program. Surveys and cumulative recordkeeping documents will be generated as a resource along with freshening the lower grade and upper grade game bags. A seven period school schedule will be implemented to foster greater opportunities for collaboration within the PBIS Committee. Tax Levy funding will be utilized to freshen the game bags and purchase Star Tickets.
2. A seven period instructional day will be implemented to foster greater communication and planning for the teaching artists and teacher teams to plan Common Core aligned art residencies and set schedules. Tax levy funding will be utilized for some art residencies along with Parents' Association funding to further the arts in the building along with funding through a City Council grant. In addition, through the Parents' Association a fundraiser scheduled for a school-wide Halloween Party on Saturday, October 19, 2013 will be utilized as a source for art proceeds.
3. This is a modestly based fee-based program fully funded by parents participating in this after-school program with the full support of P.S.139's Parents' Association and coordinated through parent leadership.
4. A seven period instructional day will be implemented in grades K-5. This programming move will foster and extend learning activities. Student certificates, stickers and student ribbons will be funded through the Parents' Association. The Parent Coordinator with assistance from parent volunteers will display photographs of Student of the Month outstanding students in the main lobby. Parent volunteers will craft picture frames to spotlight and recognize these students.
5. The Principal received additional mandatory emergency preparedness training by the Queens North Safety Director in July 2013. The Assistant Principal will attend all Queens North meetings to be well informed regarding school safety and protocol. The Principal received additional resources for the Go To bag from the DOE along with documents for GRP.
6. The seven period instructional day will maximize and extend learning activities to support these school initiatives. Dedicated time has been allotted for Glee Club members to rehearse and strengthen their craft under the supervision of music teacher Lena Samo twice per week. Funding for Lunar New Year Parade masks and musical instruments will be funded through the generosity of the Parents' Association. Set scenery and banner for the stage events will be led by parent volunteers with stage paint supplies supported through Parents' Association funding.
7. The seven period day and schedule will be utilized to promote more extensive student learning opportunities. Tax Levy funding will be tapped to generate fancy invitations to guest parents for Career Day. Tax levy funding will be tapped as a funding stream for teacher college certificates for the Aspire to Inspire project.

#### **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).

- Establish 5 times during the school year Meet the Principal events for parents to engage in productive dialogue with the Administration on promoting a better school tone. Deepen parent communication through the Global Connect Message Center and parent-email distribution list.
- The Parents' Voice, a quarterly newsletter, will be used as a forum to inform families about Administration vision, school events, curriculum initiatives, parents' role

in promoting the Common Core Learning Standards, and exciting field trips and art residencies.

- Parents will be invited to attend culminating art residencies to celebrate the importance of arts education.
- Parent volunteers will assist in decorating the school stage for art performances and the holidays.
- Parents and families will be invited to enjoy the Glee Club Holiday Concert, the Lunar New year Parade, and annual International Festival.
- Families and the staff will participate in the second annual Halloween Party 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.
- Families will be invited to attend Student of the Month assembly programs to recognize the achievements of their child.
- Guest parents will be recruited to present at the Career Day presentation for grade 5 students. Parents will have an opportunity to contribute their talents and share their knowledge base about their chosen career and how school prepared them for a rewarding profession.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>x</b>	<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #4**

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.
We will create a more robust school wellness environment for all students, parents, and staff in SY 2013-2014 as measured by a 5% positive gain on the DOE Office of School Wellness pilot observation card from SY 2012-2013. The score card will measure fitness, physical activity, health education, school environment, staff wellness, and community involvement in SY 2013-2014.

**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.
After conducting our needs assessment, the SLT members determined that a climate that promotes and sustains school wellness should be a priority goal for SY 2013-2014. 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. Based on the DOE Progress Report Economic Need Index of 0.49, 15.1% of students with IEPs, 17.7% population of Ells, and 37.9% of Black and Hispanic students, the SLT members expressed a concern that there is a gap in academic achievement that can be narrowed through a sustained school wellness campaign.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>1. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>1. P.S.139 is pleased to be the recipient of a continuation DOE School Wellness Grant. With this award from the Office of School Wellness, the established School Wellness Council is putting forth a family intergenerational fitness night to strengthen school wellness through zumba, yoga, basketball, volleyball, and line dancing.</li> <li>2. Increase the number of teachers trained and qualified to teach Move to Improve. Currently we have 53% of classroom teachers trained and fully qualified to utilize Move to Improve activities to count toward physical education minimum requirements.</li> <li>3. The 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.</li> <li>4. To develop a Student Council collaboration between student leaders and kitchen management and staff to raise awareness of how food is prepared. Healthy food choices by students will be explored.</li> <li>5. Strengthening a community awareness and parent capacity by offering diverse, healthy cooking classes for parents entitled, "What on Your Plate" led by the Parent</li> </ol>

Coordinator a professionally trained culinary chef. Parents will gain food knowledge by reviewing labels and nutrition content. School news will be shared during these events.

6. 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 2014. This event will raise awareness of school fitness for students and faculty members.

## **2. Key personnel and other resources used to implement each strategy/activity**

6. The key personnel involved in this initiative involve the Parent Coordinator, Principal and members of the School Wellness Committee.
7. The key personnel involved in this activity are the classroom teachers, the Office of School Wellness, and the Principal
8. Cook Shop teachers in grades K-2 will launch the program will support from the Administration. The Principal will serve as the coordinator and gather all documentation for the Food Bank and order groceries each week.
9. Student Council members in grades 2-5 will participate in this health education endeavor supervised by Parent Coordinator Nina Lipton and the Principal.
10. The Parent Coordinator with support from the Administration will lead the What's on Your Plate initiative.
11. Mrs. Brenda Zuckerman, our physical education teacher, will coach the fifth grade basketball team. Funding support for the per-session work and t-shirts will be funded through the Parents' Association.

## **3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Our baseline scores in the areas of fitness, physical activity, health education, school environment, staff wellness, and community environment as measured by the DOE School Wellness Score Card from SY 2013-2014 will be utilized as a frame of reference as we increase awareness and school home engagement for all stakeholders.
2. Increased teacher participation in the Office of School Wellness Move to Improve training will be carefully monitored by the Administration to advance student achievement. Our hope is to widen teacher capacity in using Move to Improve training.
3. The Cook Shop Program will be monitored by the Food Bank of New York for fidelity in implementing the program through vibrant student lessons and the school will receive a Quality Review feedback on the school's performance in July of 2014. In addition, the Principal will monitor the lessons taught and note the engagement of the students as they widen their content knowledge about healthy eating choices. Through informal conversations with Cook Shop teachers and feedback from them, adjustments will be made to address the needs of students.
4. Student Council members will give Parent Coordinator Nina Lipton continual feedback on these monthly meetings where health education topics are discussed. Students will complete a reflection piece on the worthiness of this project and ways it could be improved. The Principal will study the feedback with Mrs. Lipton, the Parent Coordinator, to inform next steps.
5. The What's on the Plate will serve as a springboard for helping parents craft healthy dinner selections for students. It will serve as a catalyst for wellness and healthy life styles. In addition, parents will be able to use this forum as an opportunity to network and learn more about the school. Evaluation and progress monitoring will be initiated through parent feedback forms completed and also noted through informal conversations with parents during Administrative Learning Walks. Parent satisfaction will be noted.
6. Increased participation by students and parent involvement will be carefully monitored by the basketball coach and measured through stronger student attendance and parent presence after school. The Coach will develop a student satisfaction survey which will serve as a reflection on the effectiveness of this program.

## **4. Timeline for implementation and completion including start and end dates**

1. The School Wellness Committee will meet 5 times during the academic school year from September 2013 to June 2014 to plan the P.S.139 On the Move initiative.
2. The Principal will reach out to the office of School Wellness Office to arrange three hour on-site training a minimum of twice this year from October 2013 to June 2014.
3. Cook Shop planning and implementation will commence in October 2013 and conclude in May 2014.
4. The Student Council health education initiative will commence in October 2103 and conclude in June 2014. The Student Council will meet on a monthly basis with the kitchen staff.
  1. The What's on Your Plate wellness project will be launched in October 2013 and conclude in June 2014.
  2. The basketball team will practice twice per week after school commencing February 2014 and conclude June 2014.

## **5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. The DOE continuation grant for School Wellness will fund this school event and provide per-session funding for the teachers through official postings.
2. The Move to Improve training will take place on-site at P.S. 139 from 3:00 p.m.-6:00 p.m. in the multi-purpose room. DOE permit will be arranged by the Principal and the custodian will be informed. The Doe Office of School Wellness will fund the per-session training rate for all participants. In addition, the DOE Office of School Wellness will provide all manuals, CDS, and equipment for all teacher participants.
3. The seven period instructional day will foster enhanced learning activities school-wide. Cook Shop bins, instructional materials, and books will be provided through the USDA and New York City Food Bank.

4. The seven period instructional ay will promote enhanced learning activities school-wide.
5. The Parent Coordinator will use the DOE tax levy Parent Coordinator funding stream for supplies and equipment for preparing delicious menus.
6. Funding resources will be provided by the Parent' Association for this activity. Gym usage after school will be covered through a DOE permit through the Parents' Association.

**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 Parents' Voice, a quarterly newsletter, will be used as a forum to spotlight school wellness and healthy eating habits for students led by article contributions from parents.
- Parents will participate in the school's weekly Fruiticious Fridays event by sending their students to schools with nutritious fruits to raise awareness of healthy snacks.
- Establish strong parent involvement in Cook Shop K-2 classrooms through the usage of parent volunteers to facilitate and support Explorer and Chef lessons throughout the academic year.
- Principal will establish a partnership with Cornell Cooperative Extension on nutrition. The series of parent workshops will be scheduled for eight sessions once per week for the P.S.139 parent community. Parents will interpret nutrition labels and prepare balanced meals for their families. The Parent Coordinator will collaborate with the Cornell Cooperative Extension representative to strengthen parent communication on school wellness.
- Parents will be invited to the culminating Grade 5 student and faculty basketball game to increase school spirit and parent engagement with fitness sports.
- Parents will participate in family fitness night through a continuation school wellness grant from the DOE Office of School Wellness. This event will connect parents to the importance of active living. Parents will complete a reflection piece and provide valuable input for future events dealing with wellness.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	x	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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 #5**

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

**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.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**
- 1.
- **Key personnel and other resources used to implement each strategy/activity**
- 1.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 6.
- **Timeline for implementation and completion including start and end dates**
- 1.
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

***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).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

## Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

### Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.)
<b>ELA</b>	<p>Students not reaching proficiency with the CCLS receive support through the <b>Teachers College Workshop Model</b> 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 the text are employed with fidelity. In addition, interventions such as Words Their Way, Wilson Reading System, Foundations, Just Words, online Reading Eggs, iReady, and Star Falls are being employed to support literacy growth.</p> <p><b>AIS Program</b> for grades 3-5 targets students in need of additional assistance to meet the CCLS in reading and writing.</p>	<p>Using the <b>Teachers College Workshop Model</b>, 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><b>Pull-out small group instruction</b> 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 <b>Extended Day Program</b> for students in grades 1-5 at risk.</p> <p>A.I.S. Program for grades 3-5 is structured for 45 minutes of instruction twice per week using <b>whole group</b> and <b>small group instruction</b> and <b>one-to-one conference work</b>.</p>	<p>The <b>Teachers College Workshop Model</b> is used during the school day for two periods of reading and 1 period of writing. Interventions are delivered in small groups and one-to-one conferencing to maximize learning outcomes.</p> <p><b>Pull-out small group instruction</b> for those students in grades 3-5 at risk occurs during the <b>school day</b> twice per week.</p> <p>Small group and one-to-one instruction takes place during the Extended Day Program <b>before the start of the school day</b> on Monday and Tuesday on a weekly basis for 37.5 minutes of instruction.</p> <p>A.I.S. Program services students <b>after school</b>.</p>
<b>Mathematics</b>	<p>Students at-risk receive tier one services from the classroom teacher using the mathematical workshop model. This</p>	<p>This method of delivery will take place in <b>small group instruction and one-to-one instruction</b>.</p>	<p><b>The Mathematical Workshop Model is delivered during the school day</b> for a minimum of one period per day five</p>

	<p>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, Go Math educational games, accountable talk, math journals, and strategy minilessons to provide remediation and lean into different entry points for students-at-risk.</p> <p><b>A.I.S. Program</b> for grades 3-5 targets students who need additional support in meeting the CCLS in Mathematics.</p>	<p>Small group instruction and one-to-one support is also delivered in the <b>Extended Day Program</b> for at-risk learners.</p> <p><b>Pull out small group instruction model</b> 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 and independent learners. Articulation with upper grade teachers ensures coherent instruction.</p> <p><b>The A.I.S. Program</b> is structured for students in grades 3-5 for 45 minutes of mathematical instruction twice per week using whole group, small group, and one-on-one support to lift student achievement.</p>	<p>times per week.</p> <p>Extended Day program is implemented <b>before the school day starts</b> Monday-Tuesday on a weekly basis for 37.5 minutes per session.</p> <p>The pull-out small group instruction takes place <b>during the instructional day</b>.</p> <p><b>The A.I.S. program services students in grades 3-5.after school.</b></p>
<p><b>Science</b></p>	<p>Science support is provided through hands-on experiments based on 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 data collections, partnership work, accountable talk, and drawing conclusions using science journals as a formative assessment. Strategic use of thinking maps will scaffold needed support for the students.</p> <p>A.I.S. Science Program targets Grade 4 students in need of intervention and</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>The A.I.S. program is structured for students in grade 4 twice per week for 90 minutes sessions in March and April 2014.</p>	<p>Science support will take place <b>during the school day</b> with 3-5 times per week in 50 minute sessions.</p> <p>The A.I.S. Science Program services grade 4 students <b>after school</b>.</p>

	additional support.		
<b>Social Studies</b>	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 informational writing. Students learn strategies for success with informational text reading and writing and apply these strategies to argument writing citing evidence from the text to support claims and stances.	The method of delivery will be in <b>whole groups, small group work and one-to-one conferencing with teachers.</b>	This support for at-risk students will take place <b>during the school day</b> three-five times per week.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<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 <b>small group sessions or one-to-one support</b> with the guidance counselor.</p> <p>This at-risk support will take place in <b>small group settings or one-to-one support.</b></p> <p>This at-risk support will take place in a <b>one-to-one setting.</b></p>	<p>This delivery of services will take place <b>during the school day.</b></p> <p>This delivery of service will take place <b>during the school day.</b></p> <p>This delivery of service will take place <b>during the school day.</b></p>

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

7. All elements of the *All Title I Schools* section must be completed\*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>x</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

**Monica Powers-Meade**  
**Principal**

**Stephanie Lazarus**  
**Assistant Principal**

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 Act, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the Common Core Learning Standards. This School-Parent Compact is in effect during the school year 2013/2014.

### **Required School-Parent Compact Provisions**

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

##### **The Rego Park School will:**

*Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet the Common Core Learning Standards as follows:*

Students will be 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 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 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 reflection. All students will have multiple entry points of access to the curriculum. Writing will be encouraged across the content areas as it promotes a thinking and robust educational program based on text-based evidence. An emphasis will be placed on informational writing, narrative writing, and persuasion writing. The arts will be integrated in all subject areas to support student achievement of programs, plans, and policies. All stakeholders will work collaborate to impact student learning and improve teacher practice, 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 on Thursday, November 14, 2013 and Tuesday, March 11, 2014. In addition, Extended Conferences for Grades 4 and 5 will be offered to parents to discuss students who are at-risk and scored Level 1 or Level 2 on the New York State 2013 ELA or Math Test in December 2013 and January 2014.

Parents with students in grades K-5 will receive three report cards per year indicating the progress of their child in November, March, and June. In addition, parents of students in grades 1-5 will receive the Teachers College Parent Link letters three times during the year indicating strategies parents can use at home to enhance achievement. State achievement results will be posted on ARIS Parent Link. 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 in grades 4 and 5 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 practical in a language that parents can understand.
- Notify parents regarding student movement from Tier 1, Tier 2, and Tier 3 instruction within 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 success.*

**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 residencies culminating events. Parents will be invited to attend Student of the Month assembly programs or to assist teachers with arts and crafts activities on a needs basis. Parents will lead read alouds in the classroom on a needs basis. Parents will be invited to attend the American Open School Week scheduled for November 2013. 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 Compact**

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

**II. Parent/Guardian Responsibilities:**

- Making sure our children arrive at school each day, except when ill, on time and prepared to work.
- Parents will pick up their children on time from school.
- Parents will adhere closely to the school calendar when planning vacations.
- Checking to make sure homework is done.
- Parents will sign homework and tests plus 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.
- Notify 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 the 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 create scenery for culminating art residencies.
- 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 and emails from the school or the school district, and responding, as appropriate; as well by attending Parents' Association meetings and workshops offered by 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.

**III. Student Responsibilities:**

- Attend school regularly and arrive on time.
- Complete my homework and submit all assignments on time.
- Follow the school rules and be responsible for my actions.
- Show respect for myself, other people and property.
- Try to resolve disagreements or conflicts peacefully.
- Always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>28</b>	Borough <b>Queens</b>	School Number <b>139</b>
School Name <b>The Rego Park School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Monica Powers-Meade</b>	Assistant Principal <b>Stephanie Lazarus</b>
Coach <b>n/a</b>	Coach <b>n/a</b>
ESL Teacher <b>Khanna Borukhov</b>	Guidance Counselor <b>Justin Bono</b>
Teacher/Subject Area <b>Darlene Hadoulis</b>	Parent <b>Alsina Perry</b>
Teacher/Subject Area <b>Jessica Wodicka</b>	Parent Coordinator <b>Nina Lipton</b>
Related Service Provider <b>Elizabeth Sparlng</b>	Other <b>Priscilla Perez, ESL Teacher</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>Jennifer Pilok, ESL Teacher</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>4</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>886</b>	Total number of ELLs	<b>153</b>	ELLs as share of total student population (%)	<b>17.27%</b>
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## Part II: 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In	2	1	3	3	2	2	0	0	0	0	0	0	0	13
Discrete ESL class	0	1	0	0	0	0	0	0	0	0	0	0	0	1
<b>Total</b>	2	2	3	3	2	2	0	0	0	0	0	0	0	14

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	153	Newcomers (ELLs receiving service 0-3 years)	148	ELL Students with Disabilities	20
SIFE	0	ELLs receiving service 4-6 years	5	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	148	0	14	5	0	6	0	0	0	153
<b>Total</b>	<b>148</b>	<b>0</b>	<b>14</b>	<b>5</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>153</b>

Number of ELLs who have an alternate placement paraprofessional: 7

**C. Home Language Breakdown and ELL Programs**

<b>Transitional Bilingual Education</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

<b>Dual Language (ELLs/EPs*)</b>																				
<b>K-8</b>																				
<b>Number of ELLs by Grade in Each Language Group</b>																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
SELECT ONE		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

<b>Dual Language (ELLs/EPs)</b>										
<b>9-12</b>										
<b>Number of ELLs by Grade in Each Language Group</b>										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): \_\_\_\_\_

Number of third language speakers: \_\_\_\_\_

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_\_

Asian: \_\_\_\_\_

Hispanic/Latino: \_\_\_\_\_

Native American: \_\_\_\_\_

White (Non-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	13	13	15	9	10	5	0	0	0	0	0	0	0	<b>65</b>
Chinese	5	5	5	1	3	3	0	0	0	0	0	0	0	<b>22</b>
Russian	10	5	10	4	1	1	0	0	0	0	0	0	0	<b>31</b>
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>
Urdu	0	0	1	0	1	0	0	0	0	0	0	0	0	<b>2</b>
Arabic	1	1	0	0	0	1	0	0	0	0	0	0	0	<b>3</b>
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>
French	0	0	0	1	0	0	0	0	0	0	0	0	0	<b>1</b>
Korean	1	0	0	0	0	1	0	0	0	0	0	0	0	<b>2</b>
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>
Polish	1	1	0	0	0	0	0	0	0	0	0	0	0	<b>2</b>
Albanian	0	1	0	0	0	0	0	0	0	0	0	0	0	<b>1</b>
Other	5	2	5	4	5	3	0	0	0	0	0	0	0	<b>24</b>
<b>TOTAL</b>	<b>36</b>	<b>28</b>	<b>36</b>	<b>19</b>	<b>20</b>	<b>14</b>	<b>0</b>	<b>153</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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	5	4	5	4	6	0	0	0	0	0	0	0	39
Intermediate(I)	0	12	13	5	10	4	0	0	0	0	0	0	0	44
Advanced (A)	21	11	19	10	5	4	0	0	0	0	0	0	0	70
Total	36	28	36	20	19	14	0	0	0	0	0	0	0	153

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	2	3	0	18
4	5	3	0	0	8
5	6	7	1	0	14
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	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	6		10		1		2		19
4	2		2		4		1		9
5	9		5		1		2		17
6	0		0		0		0		0
7	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	
8	0		0		0		0		0
NYSAA Bilingual (SWD)	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	0	0	1	0	5	0	3	0	9
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

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

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

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

**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 will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

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, like running records, 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 2012-2013 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, as well as Words Their Way programs as 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. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
48% of ELLs advanced one proficiency level, 7% advanced two proficiency levels, 41% remained on the same proficiency level, and 4% regressed on the New York State Language Achievement Test (NYSESLAT) between two consecutive years.  
The comparison between the language acquisition levels as per LAB-R for the newly admitted ELLs in the beginning of the school year (47% - Beginner and 53% Advanced) and the NYSESLAT results administered at the end of the school year (3% Beginner, 26% Intermediate, 40% Advanced, and 30% Proficient), shows that students demonstrate gains in English language acquisition. Data patterns across proficiency levels reveal that our students are making steady progress in English language acquisition process. However, we are very concerned with 4% of the ELLs who went down proficiency levels, as well as with 41% of ELLs who maintained the same proficiency level between two consecutive years as per NYSESLAT results.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We used the proficiency cut scores for NYSESLAT 2013 to develop an instrument to identify student proficiency levels in all four modalities: Listening, Speaking, Reading, and Writing. The cohort demonstrated 37% proficiency in Listening, 53% in Reading, 46% in Writing, and 48% in Speaking. ELLs in grade one demonstrated 35% proficiency in Listening, 44% in Reading, 38% in Writing, and 24% in Speaking. ELLs in grade two ended up with 39% proficiency in Listening, 43% in Reading, 61% in Writing, and 57% in Speaking. In grade three the situation is a little bit better: 52% proficiency in Listening, 65% in Reading, 52% in Writing, and 43% in Speaking. In grade four, on the other hand, the proficiency in Listening and Reading is 46%, while proficiency in Writing is 67% and 65% in Speaking respectively. In grade 5 proficiency in Listening (23%), as well as Writing (23%) is the lowest among the grades; proficiency in Reading in 62% and 53% in Speaking. To meet the demands of the Common Core Learning Standards we need to address all four modalities paying particular attention to the Listening and Writing skills.

The results of the NYSESLAT 2013 will be used not only as a tool to inform and shape our instructional decisions, but also as a baseline assessment for measures of student learning (MOSL). Thus, for AMAO #1, 48% of ELLs advanced one proficiency level, 7% advanced two proficiency levels on the New York State Language Achievement Test (NYSESLAT) between two consecutive years. 90% of ELLs with one data point scored at the intermediate level or above as per NYSESLAT 2013 results. For AMAO #2, 20% of ELLs attained

English language proficiency on the NYSESLAT 2013. We are very concerned with 4% of the ELLs who went down proficiency levels, as well as with 41% of ELLs who maintained the same proficiency level between two consecutive years.

4. For each program, answer the following:

- a. 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?

a. According to NYS ELA test results 60% of ELLs scored Level 1 and 30% scored Level 2, 10% scored Level 3, as opposed to the Former ELLs. In that category 21% scored Level 1, 48% scored Level 2, 24% scored Level 3 and 7% Level 4 respectively. The NYS Math results are distributed as follows: among current ELLs only 38% scored Level 1, 38% scored Level 2, 13% scored Level 3, and 11% scored Level 4, whereas among Former ELLs 14% scored Level 1, 41% scored Level 2, and 24% scored Level 3, and 21% 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.

b/c. Along with Formative and Summative assessments to track student progress, we use ELL Periodic Assessments as well.

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 and grade meetings. ESL teachers use that data to identify patterns and trends to plan instruction tailored to student needs.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

We adopted the RtI as an instructional model that aims at prevention and early intervention through tiered system of instructional support-one that adds layers of instructional support to the Common Core curriculum delivered in a school, based on demonstrated and changing needs of the student learners. ESL is a mandated service and is a part of Tier 1. Our ELLs fit the profile needing instruction and targeted intervention in vocabulary and comprehension skills. For our struggling readers in particular, we develop skill-based and knowledge-based competencies, as well as foundational knowledge to enable ELLs to access the text and make meaning of it. For Tier 2 "Double Dose" we provide additional support in a small group setting. We use ESL methodologies, to focus on areas of critical need. For Tier 3 - "Intensive Intervention" we offer either one-on-one tutoring or intensive, individualized instruction tailored to student learning needs. To identify at-risk ELLs in a specific skill we use formative formal and informal assessments tied to curriculum and daily instruction, largely driven by teacher observation, quizzes, student writing sample, etc. Grade level instructional teams carefully monitor student progress and discuss findings and look for the ways to better support the child struggling academically.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Child's second language development is given a high priority. Along with providing opportunities to achieve the same educational goals and standards as the general student population, we assure equal access to all school programs and services for our English language learners, commensurate with their ages and grade level. We develop skills in understanding, speaking, reading, writing and communicating in English through the integration of academic content appropriate for the ELL's age, grade level and English language skills. ESL teachers believe all students can learn and have high expectations for their English language learners. They make instructional decisions that consider not only the child's cognitive developmental level, but also the language developmental level. ESL teachers use context, visuals, body language, real objects, and interactions provide comprehensible input.

Phonics and other early reading skills are taught in the primary grades through literature-based integrated units. Teachers surround children with literature and give children ample time to engage in the language arts for them to become successful in listening, speaking, reading and writing.

To determine the language development needs for instructional purposes, ESL teachers use ongoing formative assessments to monitor both language development and second language acquisition in listening, speaking, reading, and writing. The ESL teachers differentiate instruction to meet the students' academic needs.

7. 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?

Not Applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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 and Japanese Lesson Study teacher teams. 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 student overall academic standing. Teacher teams adjust instruction based on student needs

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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 with both, the child and the parent in English and in the native language, whenever it is possible and assists parents with completion of the form. 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 three of NYS certified ESL teachers, two of whom 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. Within 10 school days, the perspective English language learners 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. 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.

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 parents have attended the in school orientation, they complete the Parent Choice and Program Selection form in their preferred language. The child is placed in the program based on parent choice. For those parents who are not able to attend in school 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

We download Entitlement and Placement 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. Historically, our parents are very cooperative and do attend the Parent Orientation meetings where we provide material resources in the parent preferred language and have parents fill the survey out and choose a program for their child. The copy of the Entitlement Letter, along with the Home Language Identification Survey are placed in a sheet protector with the child's name on it and stored in the child's cumulative folder file. Copies of the above mentioned documents are maintained and stored in the Principal's office. Based on the the NYSESLAT results, we download Continued Entitlement , as well as Non Entitlement/Transition letters in both English and the parent preferred languages. We send those letters home in a sealed envelope to inform the parents about their child's English language learner status. One copy of these letters is placed in the student cumulative folder, and, another one is stored and maintained in the Principal's office.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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. The Placement letter, and Parent Survey and Program Selection forms along with the Home Language Identification Survey and the Entitlement letter are placed in a sheet protector with the child's name on it and stored in the child's cumulative folder file. Copies of the above mentioned documents are maintained and stored in the Principal's office.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In the spring we administer the NYSESLAT to all eligible students. We start with administration of the Speaking subtest. We form a panel comprised of two pedagogues trained in NYSESLAT administration. One of the pedagogues on the panel is the ESL teacher who administers the test to the child. Another pedagogue, who does not provide service to that particular group of ELLs, assesses student answers based on the rubric. For Listening, Reading, and Writing subtests we come up with a schedule to ensure test administration to all eligible students within the two week window. We also make sure that ESL teachers do not grade their student writing and scoring is completed by a disinterested party, trained in scoring the Writing subtest. We strictly follow the testing protocol and adhere to all the rules and regulation regarding the NYSESLAT administration. All the testing documents are stored and kept in a secure location as mandated.

6. 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.) 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. 

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 2013-2014 100% of new ELL parents indicated the Freestanding ESL program a their first choice.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

a. The instruction is delivered through the combination of Push-In (Co-Teaching), Self-Contained, Pull-Out, and Collaborative models. In order to provide all English language learners with mandated units of instruction we have created a self-contained first grade ESL class where instruction is provided by the teacher certified in both Common Branches and TESOL. The second grade ELLs, as well as students in the self-contained Special Ed. classes in grades 1 through 5 are being serviced through the Push-In model. ELLs in Kindergarten, as well as in grades three, four, and five are being serviced through the Pull-out and Collaborative models. We have four full time ESL teachers.

b. ELLs are grouped heterogeneously (mixed proficiency levels) by grade.

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)?

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. Due to a high number of ELLs in the first grade there was a need in forming a self-contained ESL class, where the teacher, dually certified in TESOL and Common Branches, provides services using ESL methodologies. For this school year we were able to organize services through the Push-In model in all self-contained Special Ed. classes in accordance with their IEPs, as well as in grade 2, where we have a large number of ELLs concentrated in two second grade classes. This Push-In model is 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.

a. At PS 139Q English language learners are provided with opportunities to achieve the same educational goals and standards as the general student population. In accordance with the provisions of CR Part 154, we provide our English language learners equal access to all school programs and services commensurate with their ages and grade level.

The language arts instructional component includes English language arts instruction and English as a second language instruction. The language arts instructional component for the beginning and intermediate levels of English proficiency is ESL instruction. The learning standards for English language arts (ELA) and English as a second language (ESL), and key ideas and performance indicators for such standards, serve as the basis for the ELA and ESL curricula, respectively.

English language arts instruction is provided to students at the advanced level of English language proficiency for a minimum of one unit of study (180 minutes per week) or its equivalent, A minimum of one unit of study in ESL is also provided for advanced level students.

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 foster language development and meet the demands of the Common Core Learning Standards.

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. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Our ELLs come with diverse profiles of learning needs. We will be focusing on more powerful instruction to meet the needs of all students. We will address skill-based, as well as content based competencies through more intensive instruction, which involves not only instructional time and smaller instructional groups, but also is precisely targeted at the right level of student language acquisition. To help accelerate learning and close the achievement gap, we will be systematically using the following key components of the powerful instruction such as providing clearer and more detailed explanations, corrective feedback, guided practice, and instructional sequences. In addition to that, ESL teachers, in collaboration with classroom teachers, will develop strategies to support various sub-groups of ELLs like SIFE, Newcomer, Long-Term ELL, etc., succeed under the Common Core Learning Standards.

a. This school year we do not have any SIFE students. However, according to our plan, these students will be placed in age appropriate classrooms; we will pair the SIFE with a peer who speaks his/her language; parent volunteers will be asked to work with the child on an individual basis. The SIFE will be 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 will 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 Project 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. Beginning this school year we offer Extended Day sessions for newcomer students twice a week for 37.5 minutes before school, where two ESL teachers will supplant services to those ELLs to support their English language acquisition. 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 enroll in the Adult ESL class sponsored through Title III Grant. Through the same Title III Grant, in addition to the mandated units of instruction, we offer 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. 6% of our ELLs have been receiving services for 4 years and more. It is a considerable reduction from the previous years. We exercise proactive approach to our struggling students. At P.S. 139, one of our ESL teachers is a member of the PPT team. Those pupils 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, provides targeted direct instruction to close achievement gap; they attend our 37.5 minute Extended 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, RtI, Extended Day sessions, Title III, 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.

e. 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.

7. 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?

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 we use the Balanced Literacy approach. 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 instruction.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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, and flexible grouping with General Ed. students. All these approaches help promote 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		n/a	n/a
Social Studies:	n/a		n/a	n/a
Math:	n/a		n/a	n/a
Science:	n/a		n/a	n/a

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

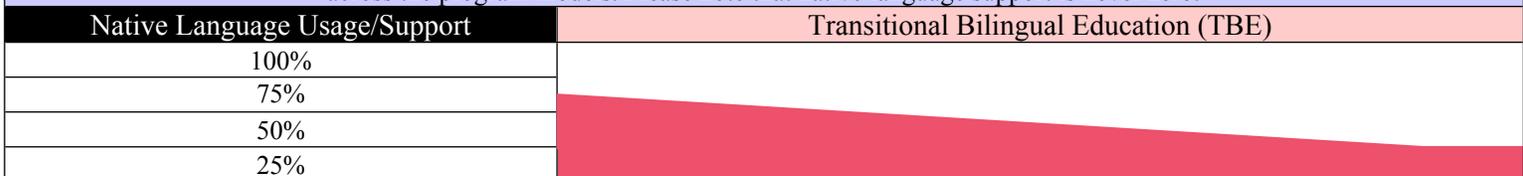
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

**Native Language Usage and Supports**

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



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

9. 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.

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 Extended Day session program, run before school on Monday and Tuesday mornings. The PS139Q Title III program offers sessions after school taught by both ESL and classroom teachers. This collaboration which spotlights ESL methodology combined with specialized academic support, is a powerful tool. The classroom teacher refines her knowledge of ESL strategies and techniques to maximize student performance. The ESL teacher masters content area teaching skills. ELLs in grades 3, 4, and 5 are invited to participate in the short-term Academic Intervention Support (AIS) group to prepare for the NYS standardized tests in ELA, Math, and Science.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Collaborative approach, incorporating both Co-Teaching (Push-In) and Pull Out models, proved itself to be very effective in meeting the needs of our ELLs. Classroom, as well as ESL teachers, articulate on regular basis to ensure congruency of instruction. Teachers discuss student progress together and plan activities to maximize student learning in both content and language development.

11. What new programs or improvements will be considered for the upcoming school year?

In the upcoming school year, we are introducing a self-contained ESL class due to a high concentration of ELLs on the grade. A teacher, who holds NYS certification in both Common Branches and ESL, will provide services to ELL to ensure a quality acquisition of the academic content and English language development.

12. What programs/services for ELLs will be discontinued and why?

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

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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. They are active participants in 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 III ESL, AIS, Extended Day Sessions, as well as small group instruction.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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 III 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.

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. We actively use the "A to Z" website to enhance student reading and comprehension skills. ESL classroom are equipped with computers with Internet access. Three laptops were purchased for the ESL program through Title III funds. We will continue acquisition and use of technology tools to maximize student learning.

□□□□□

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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.□

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

At PS 139Q English language learners are provided with opportunities to achieve the same educational goals and standards as the general student population. In accordance with the provisions of CR Part 154, we provide our English language learners equal access to all school programs and services commensurate with their ages and grade level.

All of our required support services for our ELL's correspond with their appropriate ages and grade levels. The curriculum, resources, and support materials are age and grade appropriate and assist our ELL's excel academically.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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.

18. What language electives are offered to ELLs?

19. P.S.139Q does not offer any foreign language electives at this time.□□□□□

20. For schools with dual language programs:

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

Not applicable

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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. Professional development hours of Direct ELL training to teachers of ELLs 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.

2. To support ELLs, as they engage in the Common Core Learning Standards, our teachers and staff will participate in the following professional development sessions focused on "Developing a Deeper Understanding of Listening and Speaking based on CCSS through Using Partner Time to Increase Student Reading Comprehension"; "How to Use Oral Storytelling to Develop Language through Speaking and Listening Skills"; "Engaging in High Quality Discussions to Extend Each Other's Thinking"; "Using Thinking Maps and Frame of Reference to Build Higher Order Thinking Skills"; "DOK Questioning to Raise and Strengthen Critical Thinking Skills", and more.

3. We are a feeder school to Russell Sage Junior High School. There is articulation between the staff of both schools including our Guidance Counselor and Parent Coordinator. 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 Junior High School and the 5th grade teachers, the Guidance Counselor, the Assistant Principal, and the Principal.

4. In the first part of the year (September - December), we will introduce the following topics: "ESL Co-Teaching Model", "Unpacking Complex Texts for ELLs"; "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". These workshops will be facilitated by the Principal, the Network Achievement Coach, as well as Teacher Leaders and ESL teachers. The attendance sheet along with a sample agenda and supporting resources will be kept in the Principal's office,

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?
  5. 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, and the Cornell University Extension program. Parents of our ELLs are given an opportunity to enroll their children into the Parent Association Enrichment program.
3. Our Principal and Parent Coordinator, as well as the classroom and 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. Our ELL parents need to be aware of how to assist their children in adjusting to a new school and language to be successful in the school environment. To that end, we offer workshops in Nutrition (Healthy Habits), Meeting Common Core Learning Standards, Workshop on ARIS, and others. Parents engage in "Communal Walk Together" where they meet and socialize with other parents, "Coffee and Communication:", showing the parents how and when they can communicate with the school, "Meet the Principal", where the school Principal meets with parents every month to communicate school academic expectations and strengthen parent bond, Parent and Child Craft Workshops for holidays and other cultural celebrations. In addition to that, school teacher and staff present various workshops to educate parents about academic expectations in various content areas and strengthen the home-school connection.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**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)
Monica Powers-Meade	Principal		12/05/13
Stephanie Lazarus	Assistant Principal		12/05/13
Nina Lipton	Parent Coordinator		12/05/13
Khanna Borukhov	ESL Teacher		12/05/13
Alsina Perry	Parent		12/05/13
Elizabeth Sparling	Teacher/Subject Area		12/05/13
Darlene Hadoulis	Teacher/Subject Area		12/05/13
n/a	Coach		n/a
n/a	Coach		n/a
Justin Bono	Guidance Counselor		12/05/13
n/a	Network Leader		n/a
Priscilla Perez	Other <u>ESL Teacher</u>		12/05/13
Jennifer Pilok	Other <u>ESL Teacher</u>		12/05/13
Jessica Wodicka	Other <u>ESL Teacher</u>		12/05/13
n/a	Other <u>n/a</u>		n/a

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 28Q139 School Name: The Rego Park School

Cluster: 2 Network: 207

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

### **Part A: Needs Assessment Findings**

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

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

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

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

To provide Limited English Speaking parents with a meaningful opportunity to participate in and have access to programs and services critical to their child's education and 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 the 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 Parents' Association, School-Based Support Team, School Leadership Team, ESL Department, and other parties involved, 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 Tadjik 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

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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.

We post in a conspicuous location at or near the primary entrance to school a sign in each of the covered languages, indicating the availability of interpretation services.

We ensure interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education. We are using our staff fluent in languages or request over-the-phone translation with low incident languages.

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 informs the need in translated materials disseminated to parents, as well as the number of interpreters 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"> <li>• Per session</li> <li>• Per diem</li> </ul>	<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>  <math>2 \times 50.19 \times 18 = \\$1,806.84</math></p> <p><u>Program 2: 1 ESL Teacher and 1 Classroom teacher for 1 hour long 18 sessions: <math>2 \times 50.19 \times 18 = \\$1,806.84</math></u></p> <p><u>Program 3: 1 ESL Teacher and 1 Classroom teacher for 1 hour long 18 sessions: <math>2 \times 50.19 \times 18 = \\$1,806.84</math></u></p> <p><u>Program 4: 1 ESL Teacher and 1 Classroom teacher for 1 hour long 18 sessions: <math>2 \times 50.19 \times 18 = \\$1,806.84</math></u></p> <p><u>Program 5: 1 ESL Teacher and 1 Classroom teacher for 1 hour long 18 sessions: <math>2 \times 50.19 \times 18 = \\$1,806.84</math></u></p> <p><u>Program 6: 1 ESL Teacher for 1 hour and 30 minutes long 18 sessions:</u>  <math>1 \times 50.19 \times 18 = \\$1,355.13</math></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"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	<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&amp; 2 - no cost</u>  <u>Programs 3, 4,&amp; 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>
<b>TOTAL</b>	<b><u>\$16,536</u></b>	<b><u>\$16,536</u></b>