

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name: P.S. 139

DBN (i.e. 01M001): 22K139

Principal: MARY McDONALD

Principal Email: MMCDONA10@SCHOOLS.NYC.GOV

Superintendent: JULIA BOVE

Network Leader: NANCY RAMOS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Mary McDonald	*Principal or Designee	
Cynthia Dinkins	*UFT Chapter Leader or Designee	
Sheynelle Butler-Charles/ Liz Fleischman	*PA/PTA President or Designated Co-President	
Irene Varon	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	
Alexandra Reddish/ Sally Bowman	Member/ Parents shared seat	
Elizabeth Hetzer	Member/ UFT	
Jennifer Lutton/ Herbert Seignoret	Member/ Parents (shared seat)	
Joanna Lau	Member/ UFT	
Susanna Stein	Member/ Parent	
A. Zach Mack B. Takhiya Glover/ Julie Subrin	Member/ A. UFT B. Parents (shared seat)	

C. Sofia Krevsky	C. UFT	
D. Karla Moore-Fredericson	D. Parent	
E. Vacancy	E. UFT	
F. Lynne Yeamans	F. Parent	
G. Beth Orchulli	G. Parent	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
X	School Leadership Team Signature Page
X	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

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.

P.S. 139 will focus on engagement and independence in of students in reading and writing workshop, in order to continue to implement Teachers College Reading and Writing Workshop curriculum.
By June 2015, 80% of students will demonstrate engagement in independent or group activities that promote individual learning needs, as evidenced by classroom engagement inventories.

Comprehensive Needs Assessment

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

On the most recent Quality Review, the feedback regarding component 1.1 included: ensure cognitive engagement of all learners to elevate student learning and work products. PS 139's NYS designation is in Good Standing. Though Individual Student Growth in ELA is at 92% - Peer Range and 76% -City Range, the percentage of students performing in levels 3 and 4 on the 2014 administration of the NYS ELA exam is at 26.4%.

Ongoing needs assessment at PS 139 includes opportunities for improvement regarding levels of 3s and 4s on state ELA exams, discussions with teachers at grade level meetings, feedback from members of the ELA leadership team, discussions at SLT meetings, analysis of Learning Environment Survey, cabinet meetings and input from literacy specialist and staff developers, beginning of year benchmarks administered by classroom teachers.

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: Designing Coherent Instruction

- In 2014-2015, all classroom teachers will:
 - Follow the ELA curricular calendar and Teachers College Units in Opinion, Information, and Narrative Writing.
 - Implement a daily reading & writing workshop that includes a ten minute mini lesson and 30-40 minutes of authentic student reading/writing.
 - Analyze whole class and individual data to develop student goals & instruction using learning progressions.

#2 School-wide PD Structures

- 80 minute PD sessions
 - Staff members will lead PD surrounding successful workshop practices related to engagement and independence.
- Cycles of Staff Development
 - Sessions with TC staff developer will focus on practicing effective and engaging methods in workshop teaching.
- Coaching Sessions: Coaching sessions will provide differentiated **PD for teachers based on individual goals.**

#3 ELA Instructional Leadership and Outside Professional Development

- 2 members of the administrative cabinet attend and implement TCRWP Summer Principals' Institute and Principals Conference
- 9 teachers attend TCRWP Summer Institutes in the Teaching of Reading or Writing
- 10 teachers attend in-depth staff development workshops surrounding engagement/independence in order to plan 80 minute workshops and build capacity at the school
- 5 staff members learn about new practices via TCRWP Specialty Groups and Coaching Groups
- 30 tickets will be allocated to staff to attend calendar days at TCRWP based on individual needs.

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

1. Teachers College Units of Study Kits, TC Staff Developers, Literacy Specialist, LLT, Books for Classroom Libraries, Supplies- post its, chart paper, copy paper
2. Teacher leaders, TCRWP Project School Membership, TC Staff developer, Literacy Specialist
3. TCRWP Project School Membership

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

1. Teacher observations & class visits/grade level meeting agendas
2. Teacher observations & class visits/professional development agendas & sign-in sheets
3. Teacher observations & class visits/turn-key professional development agendas & sign-in sheets

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

1. September 2014 - June 2015

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

1. Teachers College Units of Study Kits, TC Staff Developers, Literacy Specialist, LLT, Books for Classroom Libraries, Supplies- post its, chart paper, copy paper, per diem (professional development) and per session for teachers (LLT and parent workshops)
2. Teacher leaders, TCRWP Project School Membership, TC Staff developer, Literacy Specialist,
3. TCRWP Project School Membership

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).

- Literacy Leadership Team members will run 1-2 parent workshops to offer families strategies for supporting engagement in reading.
- The school will implement monthly Family Fun Days for 30 minutes in the morning to involve families in their child's classroom.

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

C4E, School Support Supplement, NYSTL

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 2015, 55% of all students will show proficiency in problem solving as measured by grade level math content and practice standards

Comprehensive Needs Assessment

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

On the most recent Quality Review, the feedback regarding component 1.1 included: ensure cognitive engagement of all learners to elevate student learning and work products. PS 139's NYS designation is in Good Standing. Individual Student Growth in math is at 53% - Peer Range and 53% -City Range, the percentage of students performing in levels 3 and 4 on the 2014 administration of the NYS Math exam is at 35.9%.

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: Designing Coherent Instruction

- In 2014-2015, all classroom teachers will:
 - Follow the math pacing calendar developed and revised by teachers, coach and administrators in May/June 2014.
 - Implement daily math routines including “Number Talks” and “Cognitively Guided Instruction” (Problems of the Day).
 - Implement open-ended tasks that are aligned with the units of study to build problem-solving skills, math practices, develop teacher questioning and student discussion techniques.
 - Implement common core aligned TERC Investigations and the Common Core aligned supplementary resources, including Engage NY Modules and teacher created resources.
 - Track and monitor student progress on standards aligned tracker.

#2 Math Professional Development

- Content Expert (Capacity Building): 12 teachers K-5
 - Teachers across grade levels will work with Metamorphosis, a math staff development organization, to build capacity in mathematics instruction and content knowledge.
 - Develop “content experts” across the school.
 - Focus on major content work of the grade.
 - Develop “teachers as a resource” for colleagues.
 - Develop cross-grade learning teams.
 - Teachers plan and run professional development
 - Teachers will develop content area capacity by:
 - Attending 3-day content workshops provided by Metamorphosis.
 - Planning and turn-keying 2-3 sessions during Monday afternoon professional development.
- Collaborative Learning: 22 teachers K-5
 - Build capacity in teacher teams through collaborative, cross-grade learning groups.
 - To create cross-grade learning groups around the “big ideas” in mathematics, including new and experienced teachers.
 - To create self-sustaining professional learning communities.
 - To broaden content expertise across the school.
 - To develop pedagogy around “Number Talks” to practice algebraic notation, facilitation, and responsive instruction.
 - Learning groups will build capacity by:
 - Attending 4-6 half-day workshops with consultant from Metamorphosis.
 - Following up with coach sessions (through co-planning and co-teaching) between consultant visits.
- Deepening Content Knowledge: All classroom teachers K-5
 - Deepen content knowledge:
 - To deepen knowledge around big ideas in mathematics.

- To better understand content, curriculum, student comments and work through deeper content knowledge.
- All classroom teachers will deepen content knowledge by:
 - Attending 1-3 sessions with math content leaders to learn about the big ideas in mathematics through Monday professional development sessions.
 - Working with coach to co-plan and co-teach lessons.

#3 Math Assessment Framework

- All classroom teachers will:
 - Give and analyze standards-based diagnostic and formative math assessments
 - K-2 Math Interview
 - 2-5 DY0 diagnostic and formative assessment to be administered in September & January.
 - Engage all students in rigorous problem solving experiences.
 - 2-5: 3x-weekly Number Talks, K-1: Daily Number Talks
 - 2x-weekly CGI model
 - Curriculum-aligned open-ended problem solving tasks
 - Give and analyze common-core aligned end of unit assessments and enter in tracker at the end of each unit.

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

4. Math Coach
5. Math Consultants
 - a. Metamorphosis
6. Math Leadership Team, per session for teachers
7. Math PD for Coach: Metamorphosis Coach Collaborative, per diem for teachers

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

1. Designing Coherent Instruction
 By November 2014, all classrooms have routines and structures in place around CGI, Number Talks, and problem solving in place, including and not limited to math partnerships, whole group discussions, data-driven conferences and small-groups, anchor charts and planned assessing and advancing questions.
 By January, all members of the cross grade learning groups have co-planned and co-taught with the coach at least 1-2 times.
 By February, all teachers will have received feedback in their instructional practices around Number Talks; the feedback will be closed by mid-March.
2. Math Professional Development
 Participation of administration n professional development in order to align informal and formal observations to the implementation of each strategy/activity.
 Administration will identify teachers in need of support for each initiative and establish expectation of coaching to improve teacher practice. Coach will meet with teachers and administration will follow up with teachers to monitor progress towards goals.
3. Assessment
 - By June 2015, students will demonstrate computational fluency according to grade-level expectations outlined in the math CCLS and have strategies for organizing information in story problems.

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

1. September 2014 - June 2015
2. July 2014 - June 2015
3. September 2014 - June 2015

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

1. Number Talks SmartBoard Notebooks, math pacing calendars, CGI problems on labels and SmartBoard Notebooks, problem solving lesson plans, standards-based math tracker, math games aligned to curriculum grades K-5.
2. Standards-based assessments aligned to math pacing calendar, standards based math tracker, bank of assessing and advancing questions, Fundamentals math games targeted to students K-5 to be used to differentiate instruction during math lessons.
3. Math consultant from Metamorphosis, 12 days, per diem for teachers.
4. 12 teachers attend content workshops through Metamorphosis, per diem for teachers

5. Per session for MLT and parent workshops

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).

- Staff and coaches will run math workshops 4 times per year.
- Math progress reports sent home along with student quizzes and tests to keep parents informed of student progress according to grade level math standards.
- Math standards are written in student and parent friendly language.

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

C4E, School Support Supplement, NYSTL

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.

By June 2015, 100% of all students will take part in activities that promote social emotional competencies, character education, and service learning in order to create a positive school environment and increase student and staff awareness of Respect for All.

Comprehensive Needs Assessment

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

OORS data from 2014-15: There were 45 teacher removals, 25 principal's suspensions, and 8 superintendent's suspensions.

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

6. Promote consistent use of protocols for prevention, intervention, and teacher removals
7. Service projects
8. Implement Social Skill/Book of the Month to support students taking ownership of their social emotional/academic learning
9. Teacher Surveys/Teacher Breakfasts

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

1. SEL Team, other staff, and parent members
2. SEL Team, Math-a-Thon coordinator, other staff, and parent members
3. SEL Team, other staff, and parent members
4. SEL Team, other staff, and parent members

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

1. OORS Report Data, Feedback from teachers via survey indicating if social climate of classroom community has improved
2. OORS Report Data, Feedback from teachers via survey indicating if social climate of classroom community has improved
3. OORS Report Data, Feedback from teachers via survey indicating if social climate of classroom community has improved
4. OORS Report Data, Feedback from teachers via survey indicating if social climate of classroom community has improved

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

1. September 2014 through June 2015
2. September 2014 through June 2015
3. September 2014 through June 2015
4. September 2014 through June 2015

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

1.
 - ✓ Implement protocols that have been developed for reporting behavior, providing support, parent communication, the steps prerequisite to teacher removals and other interventions, up to and including superintendent's suspensions.
 - ✓ Include information in faculty conferences to promote a common understanding and consistent expectations.
 - ✓ Provide teachers with information on Respect for All and bullying
 - ✓ Behavior Leadership Team comprised of teachers, identify strategies and best practices that support positive behavior within the classroom
 - ✓ Essential Skills for Classroom Management created and distributed to staff
 - ✓ If/Then Behavior Matrix created as a staff resource, outlining NY Disciplinary Code Infractions, which OORS data has shown to be prevalent, and strategies and interventions for each infraction
 - ✓ PS 139 Behavior Blog created where resources, protocols, strategies, lessons, and student behavior "Think Sheets" are electronically accessible to staff
 - ✓ Newsletter to parents detailing Social Emotional Learning related events, workshops, skills to support common language across school and home
 - ✓ Foster clear expectations and common language within the school by having all expectations in classrooms and common areas fall into 5 categories: Respect, Talking, Noise, Safety, Movement

2.

- ✓ Service projects to promote caring and respect for community and self, as well as projects that raise environmental awareness.
 - Pennies for Patients
 - Math-a-Thon for St. Jude's
 - MDA Hop-A-Thon
 - Veteran's Valentine Cards
 - Relay for Life American Cancer Society
 - CAMBA food drive
 - Terra Cycle Collection
- ✓ Provide staff with information on service projects
- ✓ Work with teachers to broadly disseminate project awareness

3

- ✓ One skill is explored school wide and explicitly taught within the classroom (i.e. being an active listener, speaking to each other/giving Build-Ups, understanding another's point of view, etc.) A Book of the Month is read and discussed, and shared in the main lobby so families are aware of the text and skill.
- ✓ Behavior Leadership Team adapts and writes lessons correlating to each skill
- ✓ Lessons are made electronically accessible via the PS 139 Social Emotional Learning blog
- ✓ Lessons are implemented in the classroom and referred to by staff throughout the school to support a common language and positive school climate

4

- ✓ Surveys will be delivered in staff mailboxes periodically asking for feedback on SEL practices
- ✓ Voluntary staff breakfasts will be organized for faculty and staff to attend and share best practices and feedback

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).

- Newsletters and Progress Reports will be backpacked home
- PS139.org school website has a variety of curricula materials, information related to Core Curriculum, etc.
- Workshops will be provided on developmental behavior, literacy and math instruction, Core Curriculum, State Testing, among other topics.
- Parents are instrumental in organizing Science Night, IEP Breakfast, computer classes, etc.
- Meetings will be held in order to promote positive learning. (Workshops, Parent Teacher Conferences or one-to-one meetings)
- The Parent Coordinator and a member of the administration will attend PA meetings.
- A welcome breakfast, curriculum and progress conferences, and parent group meetings are held.
- Performances, family nights, Gardening Club, Arts Night and other activities are hosted by the school

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	X	Title IA	X	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.								
Parent Coordinator allocation								

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.

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.

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

1.

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

6.

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

1.

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

1.

5. 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.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	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.

8. Strategies/activities that encompass the needs of identified subgroups

1.

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

6.

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

1.

11. Timeline for implementation and completion including start and end dates

1.

12. 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.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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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.)
ELA	Independent & guided reading Reading Rescue 1:1 individualized reading support Test sophistication strategies Learning Lab Learning Lab Kindergarten	One-to-one conferencing/small group 1:1 Reading Plus interactive program Extra time on task Small group/ one-to-one Whole class	After school During school Before school and during the school day Saturdays in the spring During the school day During the school day
Mathematics	Independent & guided practice Test sophistication strategies Learning Lab Learning Lab Kindergarten	One-to-one conferencing/small group Extra time on task Small group/ one-to-one Whole class	After school Saturdays in the spring During the school day During the school day
Science	Students conduct hands-on experiments using the scientific method	Small group	During the school day
Social Studies	Tier II RTI	Through content area literature	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling to improve academic skills and social-emotional growth	One-to-one and small group	During the school day

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

- A. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. 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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.
<ul style="list-style-type: none"> Administration and teachers attend hiring fairs to identify and recruit highly-qualified teachers Mentors and buddy teachers are assigned to new or struggling teachers. Teachers that are not highly qualified are supported in attaining qualification. Assistant principals are assigned teams of teachers by grade level. Common meeting times are built into prep schedule.

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).
Three leadership teams were formed during the spring of the 2012-13 school year, each lead by a coach (literacy and math or content specialist (behavior). A PD plan was developed based on survey, observation, and test data. Consultants (such as Teachers College, Metamorphosis) provide professional development to the leadership teams, grade teams, and individual teachers. Paraprofessionals are also trained in ELA, especially in Reading Rescue through TC, math and behavior strategies. Please see activities in each goal for specifics. Teachers are attending specialty area pd at TC and turn keying that information. Other teachers are providing pd in areas in which they excel.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> • 220 students participate in an afterschool program run by CAMBA, a neighborhood CBO, which encompasses many social programs. • A school coordinates with the neighboring Brooklyn Public Library • Federal nutrition program provides free breakfast and free and reduced lunch. • Studio-in-a-School grants provide arts education • DOH nurse and public health assistant support student health • There are two teachers supporting social-emotional learning to promote a positive school environment • Guidance and SEL staff works with Students in Temporary Housing. • Materials are purchased on an as needed basis, over \$80,000 was spent specifically on text to support a rigorous, CCLS aligned literacy curriculum. • The instructional and support program is determined through assessment of the needs of the students (all subgroups are provided for, including ELL, SWD, all ethnicities, Economically Disadvantaged, etc) and staff (for PD). PS 139 conceptually consolidated federal, state and FSF/tax levy funds. The intent and purpose of all funding streams has been met as their guide lines require, including the funding streams not within the consolidation: C4E, IDEA, Tax Levy, Title I, Title IIa and Title III provide Afterschool, in school, Saturday, programs for students to meet their potential. Provision is made for meeting student needs for those in temporary housing, through Title I and school raised funds. Title I, School Support, C4E, Tax Levy allocations provide enrichment activities. Tax Levy, School Support, IDEA and Title I provide funding utilized for student support services, including counseling, paraprofessionals and the Learning Lab for at risk students. Title I, Title III, Tax Levy are used to provide services for ELL's and professional development in best practices for teachers of ELL's, in the Gen Ed classroom as well as in the ESL program. Reduced class size has been achieved on grades 2-5.

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.).

Programs are invited to bring students and parent to tour the school. Neighboring PreK programs are invited to school events. A school team will visit neighboring programs. PAS and Parent Coordinator provide transition services. Parent tours are held in the winter. New Parent Breakfast is held in mid September during which staff, such as the guidance counselors, assistant principals, parent coordinator, etc. are introduced.

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.

Choices of multiple assessment measures were introduced at faculty conference along with requirements. A school based committee attended DOE training which was turn-keyed to staff. Each grade level chose a representative to sit on the school-wide committee. The choices were rolled out at a faculty conference where the options were explained. The committee reported back to the staff with the rationale for the final choice. PD was done through grade level meetings with both coaches and administration.

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.

Parent Involvement Policy (PIP)

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, in ELA, math, and other skills 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 at PA meetings, during breakfasts for specific groups of parents (new parents, parents of ELLs and SWDs, etc, and at workshops ;
- 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, our annual new parent breakfast provides information about people and programs in the school with interpreters in the four major languages in the school ;
- 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, this occurs at SLT which is open to all parents and staff, not just SLT members;
- 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, Family Science Night, breakfasts. Family Classroom Mornings;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) an. 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, such as BiNocular Vision, Common Core, math and ELA workshops, based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act our Annual Title I Meeting is held on the same evening as the first Parents Association meeting;
- 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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 22K139

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$762,381.18	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$70,828.00	X	See action plan
Title III, Part A	Federal	\$23,728.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$4,567,452.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The intent and purposes of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 22	Borough Brooklyn	School Number 139
School Name Alexine A. Fenty		

B. Language Allocation Policy Team Composition [i](#) 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 Mary McDonald	Assistant Principal Toubin, Colarossi, Y. Miller
Coach Elizabeth Hetzer	Coach Alyna Jacobs
ESL Teacher Kristin Polenta	Guidance Counselor
Teacher/Subject Area Stephanie Yulan Delany, ESL	Parent
Teacher/Subject Area Nataly Malovatsky, Science	Parent Coordinator Maria Caridi
Related Service Provider Amanda Ryan, Speech	Other Irene Varon, Business Manager
Network Leader(Only if working with the LAP team) type here	Other Alison Becker, Teacher

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1042	Total number of ELLs	202	ELLs as share of total student population (%)	19.39%
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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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	3	2	1	2	2	3								13
self-contained	1	1	1											3
Total	4	3	2	2	2	3	0	16						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	202	Newcomers (ELLs receiving service 0-3 years)	163	ELL Students with Disabilities	42
SIFE	0	ELLs receiving service 4-6 years	37	Long-Term (completed 6+ years)	2

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	163	2	30	37		11	2		1	202

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	163	2	30	37	0	11	2	0	1	202
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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	27	24	26	19	18	12								126
Chinese														0
Russian														0
Bengali	2	1	1	4	1	1								10
Urdu	10	5	2	2	6	7								32
Arabic		2												2
Haitian	3	1	3		3	3								13
French			1			1								2
Korean														0
Punjabi														0
Polish	1	1												2
Albanian														0
Other	3	5		3	3	1								15
TOTAL	46	39	33	28	31	25	0	202						

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)	31	2	3	0	1	6								43
Intermediate(I)	1	6	9	7	6	4								33
Advanced (A)	14	31	21	21	24	15								126
Total	46	39	33	28	31	25	0	202						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3				3
4	19	6	1	0	26
5	16	5			21
6					0
7					0
8					0
NYSAA Bilingual (SWD)				1	1

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3								3
4	17		13						30
5	18		6						24
6									0
7									0
8									0
NYSAA Bilingual (SWD)							1		1

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5		6		12				23
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)							1		1

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

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At P.S. 139 we use the Fountas and Pinnell Benchmark Assessment System (accuracy, fluency, and comprehension) three times per year, and monitor progress with informal running records monthly. In Kindergarten through Grade 2, we also use the additional assessments to assess letter/sound recognition, sight words, phonics, phonemic awareness and early literacy behaviors. In addition, we have started

using on-demand writing prompts for Narrative, Opinion, and Informational writing.

We have noticed that our ELLs in general fall below their grade level peers in both reading and writing. In Kindergarten, all students are currently reading emergent story books and beginning to read level A books, however 41 kindergarten ELLs currently do not know all of their letters and sounds. In grade 1, level E is the current grade level benchmark, 27 ELLs are currently below level E. In grade 2, level J is the current benchmark, 28 ELLs are below level J. In grade 3, level M is the current benchmark, 30 ELLs are below level M. In grade 4, level P is the current grade level benchmark, 26 ELLs are currently below level P. In grade 5, level S is current grade level benchmark, 18 ELLs are currently below level S. It is clear that a vast majority of our ELLs are unable to decode, comprehend and read fluently grade level texts at this time. We can use this data to help us form groupings of students for RtI, extended day, after-school programs, and to support classroom and ESL services.

We will need to make sure that classroom teachers, ESL providers, and additional service providers check in more frequently with these specific students. Additionally, targeted reading instruction, through guided reading will be necessary to support growth.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Our ELLs have started performing better on the NYSESLAT than they have on the State exams and their performance on F&P running records. In addition, over time, we have noticed an increase in the percentage of students scoring advanced and proficient over the past for years. Comparing the data from the past two years using the old grade bands, we have seen growth across the school. The data for Kindergarten and Grade 1 is as follows: in 2011-12 28.30% students scored proficient and in 2012-13, 19.51% scored proficient; in 2011-12, 33.02% scored Advanced while in 2012-13, 58.54% scored Advanced; in 2011-12, 26.42% scored Intermediate while 18.29% scored Intermediate in 2012-13; in 2011-12, 12.26% were Beginners, while in 2012-13, 3.66% were beginner. The data for Grades 2, 3, &4 is as follows: in 2011-12 23% scored Proficient and in 2012-13 23% scored proficient; in 2011-12 44.25% scored Advanced and in 2012-13 55% scored Advanced; in 2011-12 23% scored Intermediate decreasing to 12% in 2012-13; the number of beginners in 2011-12 and 2012-13 was around 10% both years. The data for grade 5 is as follows: in 2011-12 28% scored proficient, while in 2012-13 14.29% scored proficient; in 2011-12 33.02% scored Advanced, increasing to 57.14% in 2012-13; in 2011-12, 26% scored Intermediate decreasing to 14.29% in 2012-13; in 2011-12 12.26% were beginners, while in 2012-13 14.29% scored beginner.

Although the percentage of proficient students decreased over the past two years, the number of Advanced students increased significantly and a drastic decrease in the number of intermediate and beginner students.

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 [AMAQ tool](#))

After reviewing the data for each grade level and modality, we noticed various differences across the grade levels which will impact the ESL instruction and small group class instruction. In grade 1 (Kindergarten NYSESLAT from 12-13), overall students performed better in reading and writing, while speaking was the lowest overall. A majority of the grade 1 ELLs need support in speaking, however the instruction that was implemented perviously in reading and writing will need to continue to ensure steady progress. Grade 2 (Grade 1 NYSESLAT from 12-13), performed highest overall in writing and lowest overall in speaking. Similarly to grade 1, the ELLs in grade 2 need support in speaking. Providing them with more opportunities to turn and talk within the classroom should support this. In grade 3 (grade 2 NYSESLAT from 12-13), students performed highest in reading and lowest in writing. PS 139 has partnered with The Teachers College Reading and Writing Project in order to improve all students' proficiencies in reading and writing. The specific focus for the beginning of the school year and professional development has been in teaching writing. In grade 4 (grade 3 NYSESLAT 12-13), students performed highest in writing and lowest in listening. Our goal as a school this year is to help improve students listening and reading comprehension. Our focus is using interactive read alouds. All teachers have received training to support this initiative. Direct instruction using read aloud and notetaking should support these students in listening. In grade 5 (grade 4 NYSESLAT 12-13), students performed highest in writing and lowest in listening. The goal is the same as in grade 4.

As grade teams and school, it is important to look at the grade overall to assist with ESL groupings and after-school programs, however it is equally important for the staff to look at how each student has performed individually in each of the four modalities for differentiation and individualizing instruction to meet each students needs.

Progressing in English language acquisition (AMAQ 1) shows the annual increases in the number or percentage of students making progress in learning English. From the 2012 administration of the NYSESLAT to that of 2013: 43 students out of 100 made progress of one proficiency level or more, 54 students stayed on the same proficiency level overall (showing 1 year of progress), while 3 students showed no progress.

Exiting or reaching English language proficiency (AMAQ 2) shows annual increases in the number or percentage of students attaining English language proficiency by the end of each school year. The yearly AMAQ target for the 2012-13 school year was 13.7%; the percentage of students scoring proficient at P.S. 139 in 2012-13 was 20.5%.

ELL-Annual Measurable Objectives (AMO) (AMAO 3) shows adequate progress for the ELL subgroup (under Title I) in meeting grade-level academic achievement standards in English Language Arts (Reading) and Mathematics. The 2012-13 AYP has not been reported yet, however in 2011-12 our ELL population met AYP for both ELA and Math.

Examination of this data allows us to see trends so that we can plan effective programs for our ELLs. The data above indicates that our programs have been effective in the area of language acquisition.

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. See #3 above. In the past, there was a clear distinction across the grades that, overall, all students did better in Listening and Speaking than in Reading and Writing. That is not the case this year. On the kindergarten and grade 1 NYSESLAT from 12-13, the overall trend was that Speaking was the area in most need. On the grade 2 NYSESLAT, it shows that the biggest area of concern was Writing, however the overall scores were fairly even. On the grade 3 and 4 NYSESLAT, the biggest area of concern was listening, however reading also fared fairly low. Writing in both grades was the highest scoring modality.

The only assessment that is provided to students in their native language is the Common Core Math exam. When given the option to take the exam in English or their native language, most students take it in English.
 - b. N/A
 - c. N/A
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](#).)

At the start of the school year, we review State data, F&P benchmark assessments, and on-demand writing assessments. Based upon all of the data reviewed, we determine the specific tier 1 activities within the classroom appropriate for each student. In addition, we invite any student in need to our extended day programs (tier 2 intervention). We determine whether the student needs ESL services, ELA, or math (or a combination). Students are reassessed throughout the year to determine continuation of tier 1/tier 2 or if tier 3 intervention is necessary.
6. How do you make sure that a child's second language development is considered in instructional decisions?

Each student is placed in a specific homeroom class based upon their linguistic need(s). Some students are placed in ESL self-contained classrooms, while others are placed within the general education setting grouped with ESL peers with similar linguistic needs. Students are further grouped for ESL services to support their language development in reading, writing, listening, and speaking. Within the classroom and ESL groupings, all teachers further ensure linguistic needs are met by: promoting cooperative learning, using accountable talk stems during turn and talks, teachers encourage student choice for writing topics, teachers encourage student choice in independent reading, teachers provide authentic resources for reading in fiction and informational, providing students with hands-on experiences, technology is utilized through listening centers, smartboards, and computers (with specific software to enhance learning).
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?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Over the past few years our focus for the ELLs has been to increase the number of advance and proficient ELLs, decreasing the number of beginner and intermediate ELLs and to increase ELL reading levels (to make at least a year of growth) according to Fountas and Pinnell Benchmark Assessment System. After receiving the NYSESLAT results and analyzing reading tracking sheets, we evaluate the programs, units, and teaching in order to alter for the following school year.

This year, while continuing to work with the students on their NYSESLAT modalities (and scores) and their independent reading levels, we will also focus on the Common Core State exam scores. We will break down the data as much as possible to support growth on the exams.

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](#).)
Upon registration each child is evaluated if he/she is eligible for LAB-R testing. Based upon the answers on the HLIS an initial, informal oral interview is conducted by an ELL program provider (with a translator's assistance when necessary). The ELL program provider are certified ESL teachers. LAB-R is then administered by ELL providers to ELL candidates within ten days of registration/admission. Based upon the results of the LAB-R, the student becomes "non-entitled" or "entitled" for ELL services (official entitlement is issued by the Borough Assessment Implementation Director through ATS). The official scores become the basis to send an ELL entitlement or ELL non-entitlement letter to the parents. Those who are placed in the Beginning or Intermediate levels are required to 360 minutes/cycle of ELL program instruction; those who are placed in the Advanced levels are required to 180 minutes/cycle of ELL program instruction.
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.
Simultaneous to registration, an on-going Parent Orientation and Selection Program is held. Translators (e.g. aides, paraprofessionals, parents, the parent coordinator) and ELL providers conduct an oral and video presentation to the parents whose children speak another language. The orientation and paper work given out are in the native language of the parents (unless the parents choose English materials). The selection documents are explained and completed after the orientation. If a parent does not attend the first round of parent orientations, additional orientation sessions are held. Those parents are sent an additional invitation for the orientation session. If they do not attend this time, phone calls are made to the house or ESL service providers meet the parents at arrival/dismissal to invite them to come in. Parent sign-in sheets at the orientation are cross-checked with the ESL student list to ensure all parents attend.
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 [\[see tool kit\]](#).)
Entitlement letters are sent in backpacks to all students who will be receiving ESL services and non-entitlement letters are sent in backpacks to those who will not be receiving ESL services. The ESL service providers, along with the assistant principal ensure that all students receive the appropriate letters. They are photocopied and stored in ESL cumulative binder (sorted alphabetically by grade). The parents fill out the parent selection forms at the parent orientation. We provide the parent selection forms in native languages and provide oral translators to ensure all parents understand. We request that these forms be turned in at the end of the parent orientation meeting.
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.
During the Parent Orientation and Program Selection session, the parents choose from three different programs: Transitional Bilingual Education, Dual Language, and English as a Second Language. Parents are informed that there should be 20 students per grade or per contiguous grades before a certain program is offered. If a certain program is not offered at PS 139 due to an insufficient number of students, the parents will be directed to a school and location where the program of choice is offered. The parents are informed that their choice will stand for a minimum of one year and will subsequently continue unless they fill-out another selection stating a different choice. We have created a tracking sheet in the past naming the student, grade level, home language, and parent selection to ensure the appropriate programs are offered at P.S. 139. This year we were able to download the RELC report which gave us the necessary information.
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.
All ESL students are grouped according to grade and class; testing modifications for SWDs are identified. A testing schedule and memo are created, outlining which students will be taking each part of the NYSESLAT and on what day and time. Only one modality is tested each day. Absentee sheets are filled out on each day of testing, in order to provide make-up exams. Once all

tests have been administered, the booklets and bubble sheets are compared to the RLAT ensuring that all ELLs have been tested in each of the 4 modalities.

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. 
Approximately 85% of parents of ELLs at PS 139 choose ESL; approximately 5% choose TBE; and approximately 8% choose DL; 1% have not filled out the parent selection and the default is Biligual. Those who choose TBE or DL, where there are not enough students to create a class, will receive ESL services awaiting the required 20 participants. Thus far, there has not been a time we met the required 20 participants per grade or contiguous grades.
A majority of our ELLs home language is Spanish. In analyzing the parent selection from 2012-13, out of 24 Spanish speaking kindergarteners, 3 chose DL, 3 chose TBE, 18 chose ESL; out of 31 Spanish speaking first graders, 2 chose TBE and 2 chose 9 ESL; out of 23 Spanish speaking second graders, 2 chose TBE, 2 chose DL, and 19 chose ESL; out of 19 Spanish speaking third graders 2 chose TBE, 1 chose DL, 16 chose ESL; out of 17 Spanish speaking fourth graders 2 chose TBE, 15 chose ESL; out of 13 Spanish speaking fifth graders 1 chose DL, 12 chose ESL.

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])?

Our building currently has three Self-Contained ESL cohorts in kindergarten, first and second grades. Students with a mixture of native language backgrounds and English proficiencies comprise these cohorts and English is the only common language among all of the students. Assigned full-time classroom teachers provide them with, not only their mandated units/periods of ESL instruction, but also with tailored content area instruction. In addition to the three self-contained classes, 12 push-in/pull-out cohorts are also in place. Students within these cohorts hold seats within special and general education classrooms and also range in a mixture of native language backgrounds and English proficiencies. These students, however, receive their mandated ESL services via one of three push-in ESL teachers. Unlike their self-contained peers, students within push-in/pull-out cohorts have been strategically grouped based upon their English proficiencies. Push-in/pull-out teachers work with their assigned students during content instruction to provide language acquisition and academic vocabulary support. This work is done in collaboration with general education classroom teachers, and occurs in various "host" classrooms (each of the 12 push-in/pull-out cohorts are held in a general education classroom).
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)?

Students within our Freestanding ESL program are taught in English using ESL methodologies and research-based best practices for a specific amount of time per week as determined by either their Language Assessment Battery (LAB-R) or their New York State English as a Second Language Achievement Test (NYSESLAT) scores, and in accordance to Commissioner's Regulations Part 154 (CR 154). These regulations require that students, grades K-8, who score at the Beginning and Intermediate levels of English proficiency must have two "units" of ESL service per week; students scoring at the Advanced levels are required to have one such unit of service. A unit of instruction, as defined by New York State regulations, is equivalent to 180 minutes per week. Considering that our school is programmed based upon 50 minute periods, one unit of ESL instruction is equal to 3.6 periods. Therefore, children scoring at Beginning/ Intermediate levels receive 8 periods (or two units) of ESL service per week; those scoring at the Advanced levels receive 4 periods (or one unit) of ESL service per week. Because we have 50 minute periods, the ESL students are over-served: Advanced students by 20 minutes per week and Beginners/Intermediates by 40 minutes per week.
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.

Teachers teach science and social studies inline with the NYC Scope and Sequence. Other subject areas (i.e. language arts, mathematics, technology, art) are intertwined into these lessons in order to ensure cross-curricular connections and an interdisciplinary approach. Additionally, literacy units of study have been created, using the Teacher's College Reading and Writing Project Units of Study on all grade levels as well with specific age-appropriate, standards-driven genres as focal points. Such units of study are taught in conjunction with the content area units (via a Balanced Literacy approach and using the Workshop Model) in order to ensure the strongest connections possible. For further information regarding our Literacy Units of Study, Balanced Literacy or the Workshop Model, refer to our school's website at: <http://ps139.org>.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

All students at P.S. 139 are given formal assessments throughout the year in both reading and writing. Running Records are administered (F&P BAS) three times a year formally, and informally on a monthly basis. This assesses their reading level (including comprehension, fluency, and accuracy). Additionally, students are informally assessed in speaking during the running records. As part of our partnership with TCRWP, we are using their on-demand assessment prompts and rubrics to assess students writing. In addition, we chose writing as our MOSL option.

During each lesson, there is an accountable talk portion which is an opportunity for teachers to listen in as students converse with one another, thus assessing their listening and speaking skills. For each unit of study we have created standards progressions, ensuring that for each unit, common core standards are taught and assessed (in each of the four modalities).
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).

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

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

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

To meet the needs of this subpopulation, special care is taken when placing the student within a general education classroom and matching the student with an ESL service provider. Students scoring Beginning on their LAB-R are strategically placed within a Self-Contained ESL classroom (should one be available) where they are fully immersed in the English language and receive differentiated assistance in all content areas throughout their school day. When Self-Contained ESL classrooms are not available, these students are placed within general education classrooms where the teachers have experience working with such students and, as a result, are able to accommodate their unique instructional needs (the same care is taken with those Newcomers scoring Intermediate or Advanced on the LAB-R). In addition, these teachers have been afforded training through professional development and labsites on the NYSESLAT, NYSESLAT data, and ESL methodologies. Additional language and curricular support is provided by an experienced ESL Push-in teacher based upon the concept of the strongest teacher working with the weakest students. This type of strategic student/teacher grouping helps ensure that our Newcomers receive instruction that is academically rigorous, yet highly comprehensible, connected to their individual experiences and supported with Best-Practice and ESL methodologies. Our Newcomers receive direct phonics instruction through Foundations or Words Their Way, as well as native language support through the following:

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

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

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

- Observing students in classroom settings, during both whole-class lessons and independent work, in order to identify learning behaviors which may be contributing to experienced difficulties.
- Meet/collaborate with classroom teachers and/or ancillary staff in order to discuss their observations, receive input and to determine additional screenings (i.e. sensory profiles, speech/language assessments, vision screenings, etc.) needed in order to gain a better understanding of each individual student.

- Provide teachers and/or ancillary staff with strategies to assist with identified areas of challenge.
- Provide individual remediation and/or assistance to students, as needed (i.e. Learning Lab, Speech/Language services, Counseling services, Conflict Resolution, etc.).
- Develop Action Plans/Goals for each small groups that draw upon their strengths, but that address their specific areas of weakness and/or challenge.
- Review Action Plans/Goals and student progress with each small group, classroom teacher, ancillary staff, etc. on a regular basis, and make adjustments accordingly.

In addition to the mechanisms mentioned above, students within this subpopulation will continue to receive targeted interventions based upon their immediate needs via AIS/RTI and during after school and/or Saturday Academies. Additionally, Wilson/Fundations (research-based, multi-sensory reading and writing program that directly teaches the structure of words in the English language) is used by several classroom teachers and AIS staff to teach students within this subpopulation the coding system for reading and writing. Further, programs that have been successfully piloted by other New York City Department of Education schools (i.e. Achieve 3000, Award Reading English) are also under consideration (pending available funding) as a means of providing additional targeted support.

Long-Term ELLs: Students who have received schooling within the United States beyond 6 years of service. Students falling within this subpopulation often times are able to speak English, but may not do so fluently. Similarly, these students may also not be literate in their native language. Long-Term ELLs have received ESL services, but within different schools with programs that may not have been consistent. Nearly all Long-Term ELLs are below grade level in reading and writing, and continue to need ESL services in order to acquire academic English. At present, we have two Long-Term ELLs. Both of our long-term ELLs are in grade 5 and were held over in grade 3. One of the students has an IEP, labeled learning disabled and is receiving ESL services and SETTs. Both of these students are receiving smaller group instruction during our extended day programs, as well as our after-school programs.

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

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

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?

Special Education ELLs: Students within this subpopulation receive services to support not only their documented disabilities, but their language acquisition needs as well. Students within this subpopulation are ELLs who have an IEP, created after testing by a School Based Support Team, usually in their native language, which delineates special education services, as well as ESL services, needed - and the language in which the special education services are delivered. Students in this subpopulation can fall within any of the service years. At present, the differentiation plan for our Special Education ELLs is similar to the plan for our ELL subpopulations.

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?

Curriculum units incorporate UDL considerations and teachers are trained in a variety of strategies so that there is flexibility in decision making at the classroom level to support ELL-SWDs in meeting their IEP goals and attaining English proficiency. Currently, we are working on more efficient and effective conferring strategies in order to support the teachers in supporting their students individual goals. ESL schedules are created based upon students linguistic needs. Through assessment, instruction and groupings, students are re-evaluated regularly and if required (based on student need/growth), scheduling can be altered. ELL-SWDs can be

grouped with other ELL-SWDs and ELLs (non IEP), providing services within the least restrictive environment. Within the classroom, students are grouped regularly based upon student instructional needs, often times the groups contain a mix of general education students, ELLs, and SWDs.

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:			
Social Studies:			
Math:			
Science:			

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

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

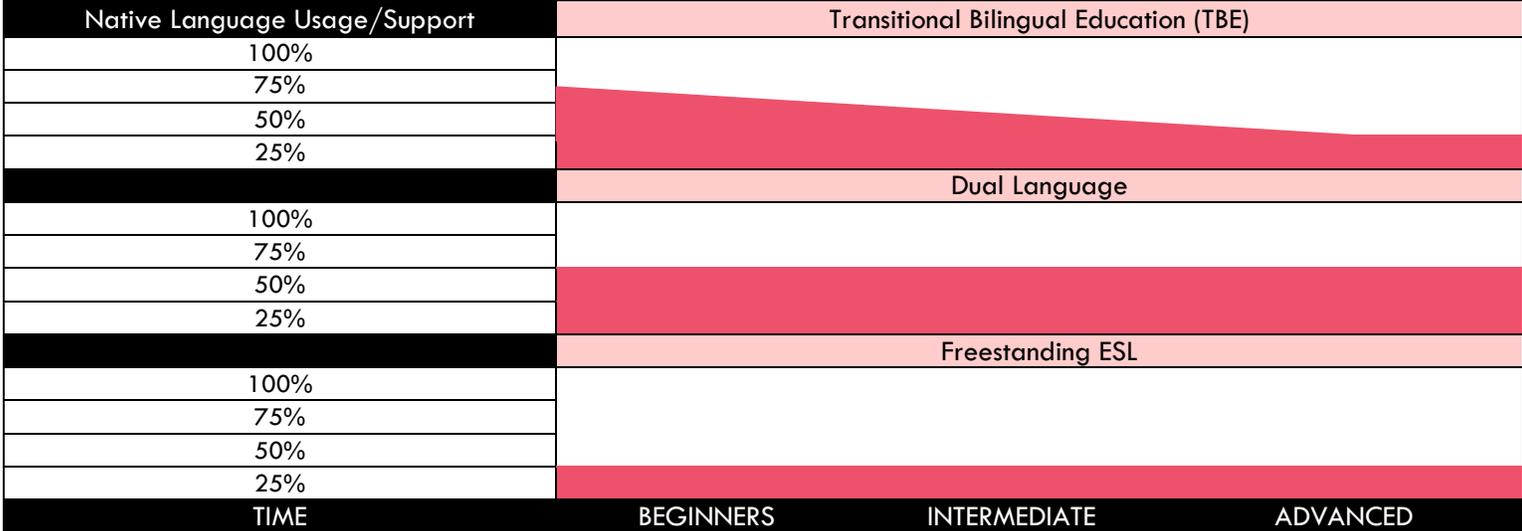
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.

Programs have been established within the academic areas of ELA and Mathematics. The intent of these programs is to help our students meet and/or exceed the Common Core Learning Standards assigned to their respective grades. Our goal, however, is to place special focus on our ELL population in order to maximize their English language acquisition, and to assist them in achieving the state-designated level of English proficiency for their grade. As a result, classroom teachers (self-contained ESL, push-in ESL and General Education) work closely with the Administrative and Instructional Teams in order to design targeted content area instruction that is tailored to the specific needs of our ELLs, and that is rooted in best-instructional practices and ESL methodologies.

At this time, all of our intervention programs have a strong ELA focus. At present, our AIS provider/within our RTI initiative will work with small groupings of students in grades three through five in 8 week cycles. In addition, our extended day and after-school programs are operating cyclically, with students receiving related services in 6-8 week blocks with reassessment at that time. This especially holds true for those students who are far below grade level as indicated on previous State exams and Fountas and Pinnell data.

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

Looking at the NYSESLAT data over the past few years, we have seen an increase each year in the number of students scoring Proficient and Advanced. The past two years, we have seen an overall increase of 6% for students scoring in Proficient/Advance. Our current program addresses students' individual needs and promotes real world learning. Students are learning to read and write, and problem solve as outlined by the Common Core. Curriculum units were updated this past summer and continue to be updated (with support from TCRWP), based upon student growth and learning. Our literacy units incorporate content area material and UDL considerations (supporting ELLs and SWDs). In addition, our ESL schedules provide push-in instruction during the literacy block for additional support and instruction in both content and language development.

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

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

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

Over the past 5 years, our students scored progressively better on the NYSESLAT each year. Because our students were more successful than in previous years on the NYSESLAT, we would like to continue the in-school and after-school programs for ELLs; however, we need to provide additional support to our ELLs and their teachers in order for their growth to show on the ELA exam.

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

ELLs will be afforded the same access to our before-school, after-school and in-school programs. The first round of extended day, students were selected in all grades based upon teacher selection (using in class data). All students chosen, including ELLs, fell below grade level in ELA and/or mathematics. In addition, we began an after-school program as well for grades 3-5. All students are far below grade level. ELLs are included in all programs.

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

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

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

We also have Smartboards in 100% of our classrooms. Our self-contained ESL classrooms utilize their Smartboards daily.

Every classroom has at least two computers that are available for all students to use. In addition, we have laptop carts set up in the library for students to go on Reading Plus or additional literacy based computer programs to support student learning.

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

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

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

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

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

Classroom teachers, as well as the ESL push-in/pull-out teachers, have just finished the first round of assessing their students via the F & P Benchmark Assessment System and documenting their students’ progress. In addition, all students have completed an on-demand writing benchmark assessment in writing (Narrative, Opinion, and Informational). The assessments were scored on a vertically aligned rubric aligned to the Common Core Standards.

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.

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

curriculum/units, expectations and of course contact information. We have started hosting an ESL parent breakfast within the past few years. At this time, the parents are introduced to all ESL providers and the ESL program/data is explained to them. Administrators, Parent Coordinator, ESL providers are all present.

18. What language electives are offered to ELLs?

N/A

19. 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)?

N/A

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

Professional development and conversations have become a vibrant part of our school community. While our teachers have a number of opportunities available to develop themselves professionally, teachers have weekly labsites to strengthen their collegiality and knowledge-base (which translates into higher student achievement). Through these professional forums, members of our entire school community partake in a number of activities from viewing and discussing high-quality teaching, engaging in thematic grade level planning, delving deeper in best practices/teaching methodologies (including ESL) and differentiated learning via study groups, meeting with outside consultants and working with in-house specialists in the areas of literacy, mathematics and ESL. While the 2nd period of labsites are voluntary, the majority of our teaching staff, including our ESL providers and our Administrative Team opts to attend. Each labsite ranges from approximately 50 to 100 minutes. In addition, we have 3 consultants from Teacher's College Reading and Writing Project and two in house Coaches to support our teachers, based upon individual professional development surveys.

All ESL teachers attend grade level weekly labsites. The labsites are built into each of the out of classroom ESL schedules. Various professional development is provided to all teachers (including ESL teachers) weekly, covering various topics such as Miscue Analysis, Using miscue to plan for guided reading, math self-assessments, writing analysis using rubrics, data etc. In addition, on all professional development days, the ESL teachers receive professional development with their grade level peers. Our overall goal for the school year is to increase reading volume of on-level texts to improve reading comprehension. Therefore, much of our professional development this year will focus on assisting the teachers to accomplish this for our students. This is our first year partnering with Teacher's College in Literacy. The staff developers provide model lessons for the staff, including each of the teachers in the model. The Teacher's College units from which we are planning contain some ESL supports and the ESL teachers are working to include additional ESL supports for our students.

2. Read above. In addition, at P.S. 139 our training in the Common Core began three years ago. All of our literacy and math units have been fully aligned to the Common Core Standards for the past 2 school years. While planning units and lessons, we review the common core standards associated with the unit, often times referring to student work that meets the standards. We have also created a standards progression document, outlining the standards as they progress through the units in reading, writing, listening, and speaking. ESL staff is a part of the unit and lesson planning. Specific examples of labsites: Modeled lessons from TC staff developers in classes containing ESL students, planning sessions on how to meet the needs of all students (including ELLs).

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

4. All teachers receive training in the NYSESLAT, as well as NYSESLAT data analysis. We feel that familiarizing the staff with the NYSESLAT (Reading, Writing, Listening, and Speaking) will assist all teachers in good standards based literacy instruction. In order to help with consistency in planning and instruction, all staff members drill down the NYSESLAT data together. Sign-in sheets from all Professional development sessions are filled out and stored in a Professional development binder.

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?
 1. PS 139 philosophy is that parental involvement is a key component to a child's success. We encourage parents to volunteer and the school promotes an open door policy. Throughout the year, parents are given many opportunities in which they can play an active role in their child's education. PS 139 provides numerous social events for example, Potluck Dinners and Multicultural Night, which foster a sense of community. Parents get to know the administration in a different light. Parents begin to feel comfortable and this promotes better communication and builds trust. PS 139 also provides parents with an array of workshops each dedicated to empowering parents through knowledge. We host a New Parent Breakfast in September during which we discuss the academic year, programs, support services, and introduce staff and administration including support services, and providers. Other workshops we provide include ELA Workshop, Math Workshop, Learning Disabilities Workshop, Housing Workshops, etc. The Translation and Interpretation Unit is used on an as needed basis and translators are provided at workshops. In addition, our Parent Coordinator hosts computer classes for all parents, many ESL parents join the workshops.
 2. Our school partners with Community Based Organizations (CBO) that provide workshops and services to ELL parents. CAMBA is an afterschool program that provides homework assistance for students, service-learning opportunities that benefit the community and needed afterschool child care for working parents. CAMBA also offers a variety of workshops, crisis-counseling, and free legal services to in the areas of Housing and Immigration.
 3. In September at our parent breakfasts and meetings, parents are asked what they would like to learn about, what would make it easier for them to be involved in their child's education, etc. Our workshops are then tailored based on the results. At the end of each workshop, parents are given a questionnaire in which they are asked to rate the workshop. We also have a parent coordinator who acts as a liaison between parents, administration and staff. She meets with staff and parents daily to assist with parent/child needs. In addition, she brings parents concerns to the administration.
 4. Our parental involvement activities are tailored based on the response we receive from our parents. We also welcome suggestions made by parents at various workshops. Our goal is to bring parents into the school so that they feel comfortable. Many of our parents are non-English speaking, from diverse cultures and are becoming more and more comfortable participating in school activities. Our parent involvement activities are geared toward giving parents the knowledge they need to feel confident when communicating with their child's teacher and assisting their children academically at home. Some examples of workshops we provide at our school are: ELA Common Core Workshops, Math Common Core Workshops, Cyber Bullying. We are also partnering with the Office ti provide Adult Education for Saturday ESL classes for adults. In addition, we will be starting a support group for ESL parents. We also have a diverse staff that can speak fluently in many languages to help parents.

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.

See NYSESLAT progression chart from 2007-2008 to 2012-2013

See attached NYSESLAT modality breakdown with F&P

Part VI: LAP Assurances

School Name: PS 139

School DBN: 22k139

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mary McDonald	Principal		12/6/13
Toubin, Colarossi, Miller	Assistant Principal		12/6/13
Maria Caridi	Parent Coordinator		12/6/13
Kristin Polenta	ESL Teacher		12/6/13
	Parent		12/6/13
Nataly Malovatsky	Teacher/Subject Area		12/6/13
Stephanie Yulan-Delaney	Teacher/Subject Area		12/6/13
Alyna Jacobs	Coach		12/6/13
Lizzie Hetzer	Coach		12/6/13
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Alison Becker	Other <u>Teacher</u>		12/6/13
Irene Varon	Other <u>Business Manager</u>		12/6/13
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 22K139 School Name: PS 139 Alexine Fenty School

Cluster: 533 Network: CEI-PEA

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

The school uses a variety of methods for oral translation: staff, parent volunteer, and outside vendor. The identified face-to-face interpreting needs are met through the purchase of microphone/headphone sets, volunteer or staff members translating during events or by utilizing the DOE's phone interpreting 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>.

The school provides staff members or hires interpreters in the required language. If necessary and acceptable to the parent, staff recruits parent volunteers. If this is not acceptable to the parent, or the parent speaks a language that can not be found among the staff, the school utilizes the phone translation service. Where documents are translated by the DOE, they are disseminated.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Alexine A. Fenty	DBN: 22K139
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 142
Grades to be served by this program (check all that apply):
<input checked="" 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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 9
of certified ESL/Bilingual teachers: 8
of content area teachers: 1

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:

Activity 1 – Title III Afterschool Program

This activity targets ELL students that are 1 year below benchmark per F&P assessments in grades 3-5. Group size is 10 students per group and there is 1 group per grade (for a total of 3 groups). Serves 30 ELLs in grades 3, 4 & 5, Wednesdays & Thursday s, 2:30 to 3:30, for 16 sessions. The program will be offered February to April. Provide small group instruction, students grouped according to F&P reading levels, focused on ELA instruction embedding NYSESLAT supplementary instructional strategies. Three certified ESL teacher will provide direct instruction. Language of instruction is English. Anticipated measureable outcomes will be an increase of 2-3 F&P levels for 80% of the participating students. Authentic literature, both fiction and nonfiction, are used in the supplemental program. A balanced literacy approach is also utilized which supplements and complements our core instructional program.

Activity 2 – Before School Program

This activity targets ELL students in grades 4 and 5 that are 2 or more grade level equivalents behind in reading based on F&P levels and performance diagnostic measures. One bridged group of 15 students in 4th and 5th grade participate. The program will run from February to April for 25 sessions with groups meeting for 45minutes 3 times a week, Wednesdays, Thursdays & Fridays from 7:15 to 8:00 AM. This is a technology-based program that focuses on increasing reading rate and building reading comprehension. The research-based Reading Plus program from Taylor Associates has been purchased to support this program. The language of instruction is English. One certified one ESL teacher provides the direct instructional services. Anticipated measureable outcomes will be an increase of 20-40 words per minute. The program tracks student progress and monitors student outcomes.

Activity 3 – After School Arts Program

The program is partially funded through a grant which pays for the artists (dance and drama). Title III funds will pay for teacher per session to provide oral language development through the arts for the participating students. There is a hands-on science component as well. This activity targets 45 1st and 2nd grade ELLs within 2 groups by grade for a total of 4 groups. The program will be Wednesdays &

Part B: Direct Instruction Supplemental Program Information

Thursdays, 2:30 to 4:00, for 15 weeks (29 sessions) from January to April. The program will have 2 artists, 1 general education teacher and one ESL teacher. The groups will rotate to ensure that all ELL students are served by the ESL teacher. Time is allotted for ESL teachers to articulate with the artists during the programs implementation, to ensure that ESL methodologies are embedded in the dance and drama activities and focus on the lessons being taught within the class. Arts residency in drama with Marquis Studio, and hands-on science workshop. Small groups for science enrichment through ESL methodologies and ESL literacy instruction. Materials/resources include hands-on science materials, and science related texts. Language of instruction is English. Teachers provide direct instructional services in small group configuration when students are not specifically with the artist. Increased oral language development is the desired outcome of the program. This provides a solid foundation for future reading and writing comprehension.)

Activity 4 – Title III Kindergarten Afterschool Program

This activity targets ELL students that are 1 year below benchmark per F&P assessments in kindergarten. A general education teacher will be team teaching and co plan with a certified ESL teacher to provide direct instruction. Group size is 10 students per group and there is 1 group per teacher (for a total of 2 groups). The groups will rotate every 30 minutes. It will serve 20 ELLs in Kindergarten, Wednesday, Thursday & Friday, 2:30 to 3:30, for 27 sessions per teacher. The program will be offered February to June. Provide small group instruction, students grouped according to F&P reading levels, focused on ELA instruction embedding NYSESLAT supplementary instructional strategies. Language of instruction is English. Anticipated measureable outcomes will be an increase of 2-3 F&P levels for 80% of the participating students. Authentic literature, both fiction and nonfiction, are used in the supplemental program. A balanced literacy approach is also utilized which supplements and complements our core instructional program.

Activity 5 – Before School ELL RTI Program

This activity targets ELL students in grades 3 -5 that are 2 or more grade level equivalents behind in reading based on F&P levels and performance diagnostic measures. Two bridged groups of 6 students in grades 3-5. The groups will rotate every 20 minutes. The program will run from February to May for 25 sessions with groups meeting for 45minutes 3 times a week, Wednesdays, Thursdays & Fridays from 7:15 to 8:00 AM. A general education teacher will be team teaching and co plan with a certified ESL teacher to provide direct instruction. Provide small group instruction, students grouped according to F&P reading levels, focused on ELA instruction embedding NYSESLAT supplementary instructional strategies. Language of instruction is English. Anticipated measureable outcomes will be an increase of 2-3 F&P levels for 80% of the participating students. Authentic literature, both fiction and nonfiction, are used in the supplemental program. A balanced literacy approach is also utilized which supplements and complements our core instructional

Activity 6 – Title III ELL's and FELL's Afterschool Program

This activity targets ELLs and former ELLs up to 2 years after exiting ELL status. Students that are 1 year below benchmark per F&P assessments in grades 2-5. Two bridged groups of 10 students per group for a total of 2 groups. The groups will rotate every 30 minutes. It will serve 20 ELLs and FELLs in grades 2, 3, 4

Part B: Direct Instruction Supplemental Program Information

& 5, Thursdays, 2:30 to 4:00, for 5 sessions. The program will be offered February to May. Provide small group instruction, students grouped according to F&P reading levels, focused on ELA instruction embedding NYSESLAT supplementary instructional strategies. A general education teacher will be team teaching and co plan with a certified ESL teacher to provide direct instruction. Language of instruction is English. Anticipated measureable outcomes will be an increase of 2-3 F&P levels for 80% of the participating students. Authentic literature, both fiction and nonfiction, are used in the supplemental program. A balanced literacy approach is also utilized which supplements and complements our core instructional program.

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: All teachers providing Title III direct instructional services receive professional development. The PD listed below is at no cost to Title III. Topics and dates include:

* On-site PD for 2 periods on each of 25 days (September through June) facilitated by Teacher's College. This PD is cycled (6-week cycles) and based on needs determined by individual teachers and selected from a menu. Topics include components of balanced literacy, conferring, small group instruction, struggling readers and more. Support provided to all teachers working with the ELL population.

* "ESL Strategies and Best Practices for Teachers of ELLs." Two 80 minute workshops. Providers: Danielle Sullivan (ESL Teacher), Kristin Polenta (ESL Teacher). Dates – 11/10/2014, 12/22/2014

* Ongoing articulation with artists from afterschool program provided by Kristin Polenta and Danielle Sullivan (ESL Teachers) for the duration of the program for the purpose of embedding ESL methodology in dance, drama and science – at no cost to T3.

* Ongoing monthly network support by CEI-PEA ELL Support Specialist, Randy Soderman. Support provided to Danielle Sullivan and Kristin Polenta and other ELL providers.

* "Figuring Out How to Move Kids Who Are Below Benchmark." Full-day workshops provided off-site at Teacher's College by Christine Holley. Attended by Danielle Sullivan, ESL Teacher. Dates - 11/20/14, 1/9/15, 1/30/15, 2/13/15, 3/6/15.

* "Moving Struggling Readers Grades 2-5." Half-day workshops provided on-site by Teacher's College by Cynthia Satterlee. Attended by Kristin Polenta, ESL Teacher. Dates - 11/5/14, 11/25/14, 12/3/14, 12/10/14.

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: 1. Parent Breakfast - a 90 minute workshop that introduces key staff (admin, parent coordinator, ESL teachers, guidance counselors, SBST, and youth development team) and school procedures. Date: 9/12/14. Multiple providers, including ESL teachers and administration. Translation was provided in Spanish, Urdu, Bengali and Haitian-Creole. Multilingual parent letters were sent home with students and calls home were made through automatic school messenger with Spanish translation.

2. Parent Workshops. Following workshops offered to ELL parents to impact higher achievement by providing support on a variety of topics. Multilingual letters are sent home with students, automatic phone calls home are made through school messenger in English and Spanish, and all events are listed on the school's monthly calendar and website for parents.

* "ESL/Dual Language Q&A." Three cycles of workshops. 9/16/14, 5-5:45 PM, 6-6:45 PM, 7-7:45 PM. Providers: D. Sullivan and K. Polenta, ESL Teachers.

* "How Development Affects Your Child's Learning." 9/29/14, 8:30 - 9:30 AM. Provider: S. Dubin, OT specialist.

* "Growth Mindset and Learners." 10/21/14, 2:30 - 3:30 PM. Providers: E. Hetzer, Literacy Coach & A. Jacobs, Math Coach.

* "Understanding Your Child's IEP and Your Parental Rights." 10/23/14, 8:30-9:30 AM. C. Colarossi, AP for SPED, SBST, and SPED Providers. Spanish translation.

* "Behavior Management: The Home-School Connection." 10/28/14, 2:45-3:45 PM. Providers: D. Dougherty and L. Snel, Behavior Leadership Team.

* " ELA and Math Parent Workshop." 11/17/14, 5:30-7:00 PM. Menu of 6 concurrent workshops. Providers: Math and Literacy Leadership Team Members, D. Sullivan, ESL Teacher

* "Binocular Vision: The Hidden Learning Issue." 11/19/14, 5:30-& PM. Provider: S. Dubin, OT.

* "How to Support your Child at Home: ELA." 11/25/14, 2:30-3:30. E. Hetzer, Literacy Coach.

* "Developing Problem Solving Habits." 12/9/14, 2:30-3:30 PM. Provider: A. Jacobs, Math Coach.

* "Executive Functioning and the Way Your Child Learns." 1/21/14, 8:30-9:30 AM. Provider: S. Dubin, OT Specialist.

* "Puppet and Mask Making for Literacy Development." 1/27/14, 8:30-9:30 AM. Provider: V. Levy,

Part D: Parental Engagement Activities

Studio in a School Resident Artist.

Ongoing parent workshops for the remainder of the year with similar frequency and duration.

3. ELL Parent Support Group. Ongoing 45 minute workshops to maintain open lines of communication with ELL parents. Topics covered are various ways to support your child at home and to respond to any questions or concerns that may arise throughout the school year. Dates: 11/18/14, 12/16/2014 and 4 additional dates to be determined. Provider: Danielle Sullivan and Kristin Polenta, ESL teachers. Multilingual parent letters are sent home with students and workshop is listed on school's monthly calendar for parents.

4. Saturday Adult ESL - a four hour class held every Saturday for 20 parents of PS 139 ELL students from October 2014 to May 2015. Focus on English language development for daily living and basic literacy skills. Instruction provided by an ESL teacher through the Office of Adult Learning at no cost to Title III. Parent letters were sent home with students and the class is listed on the school's monthly calendar for parents.

Part E: Budget

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

Allocation Amount: \$23728

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

Part E: Budget

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

Allocation Amount: \$23728

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